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ABSTRACT

This book is about understanding people's behavior and changing that behavior using a discipline called "social marketing." It is based on the idea that all marketing is an exchange: if you want people to change their behavior, you have to offer them something, be it security, information, an image, or a feeling of belonging. The book states that to know what to offer the audience, you need to understand what they want, not just what you think they need. The marketing approach used in the book, called the BEHAVE framework, offers a way to examine a behavior and decide what type of exchange might be needed. The book offers many of the tools needed to make an effective campaign, from an audience segmentation tool to tips on contracting with advertising agencies. It is not meant to be an exhaustive examination of marketing, but rather a quick, practical guide to give social marketers a clear starting point. The book's first chapter, "The Basics," provides an overview of social marketing, including a description of the BEHAVE framework. In chapter 2, "Understanding Behavior," the following questions are addressed: Who is your audience? and Who do you want your audience to be? Chapter 3, "From Determinants to Strategies," asks of what action might affect a certain behavior, What perceptions guide that action? In chapter 4, "Designing an Intervention," the tactics of a marketing campaign are discussed. Chapter 5, "Creating a Marketing Plan," offers a practical way to use the BEHAVE framework when designing a marketing framework. (BT)

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A Practical Resource Book for Social Marketing

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Social Marketing Lite

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About This Book

Why do people drive after drinking? Why don't people always wear their seat belts? Are they stupid? The basic tenet of this book is that whatever people do – even when it's something that seems crazy to you – they have their reasons. The reasons may not be rational. People may not even know what their reasons are. But rarely are they waiting for you – or any other marketer – to tell them what to do. Even if you inform people about the risks they face, they may not change their behavior. They have their reasons – which may outweigh the dangers, at least to them. This book is about understanding people's behavior and changing that behavior using a discipline called *social marketing*.

The book was prepared specifically for the Office of Communication and Outreach at the National Highway Traffic Safety Administration. It is designed to help NHTSA marketers change behavior. It is based on the idea that all marketing is an exchange: If you want people to change their behavior, you have to offer them something – security, information, an image, a feeling of belonging, whatever it takes. And to know what to offer your audience, you need to know what they want – not just what you think they need.

The marketing approach used in this book – called the BEHAVE framework – offers you a way to examine a behavior and decide what type of exchange might be needed. Developed by the Academy for Educational Development primarily to address public health issues, the BEHAVE framework can act as your navigator every time you design a marketing campaign. In addition, this book offers you many of the tools you will need to make a campaign effective – from an audience segmentation tool, to tips on contracting with advertising agencies. This book is not meant to be an exhaustive examination of marketing but rather a quick, practical guide to give NHTSA marketers a clear starting point.

How to Use This Book

This book can be used either as an introductory guide to social marketing or as a handy reference when you are planning or managing a campaign. If you are using it as a guide, the best way to read it is simply from beginning to end. We realize, however, that you may have time constraints. Maybe you can do a full reading later, but now you need to focus on one particular issue. In that case, read the first chapter, "The Basics," then skip to the section on the issue that interests you, just as you would if you were using the book as a reference.

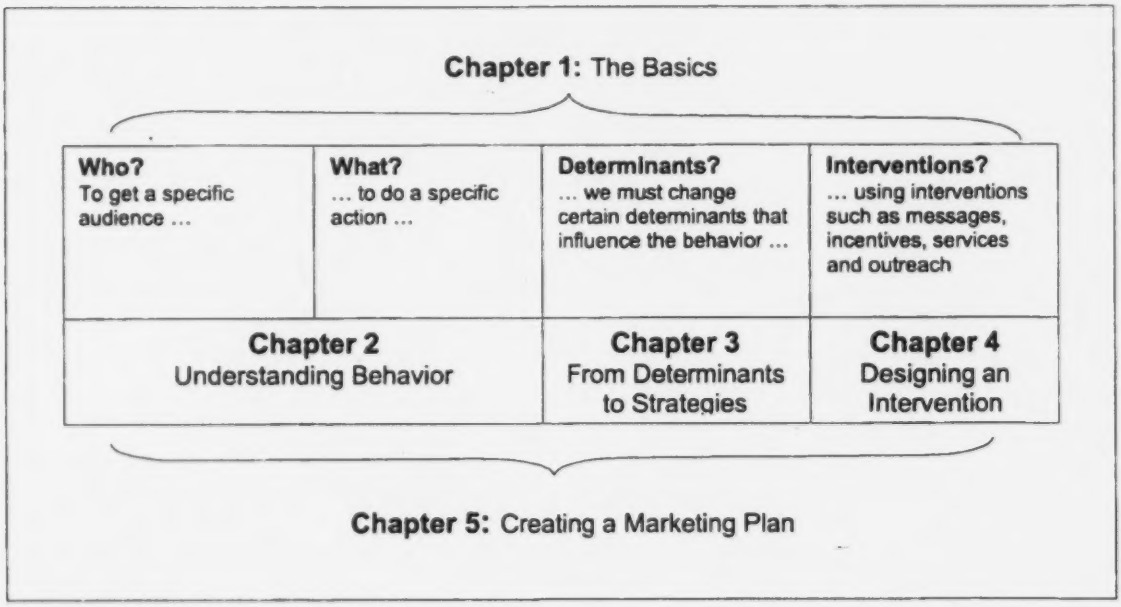
If you are relying on this book as a reference, you can use the next two pages to find a subject quickly. They show how the book is organized and where to find what you need. This book is arranged according to the BEHAVE framework,

which is described in more detail beginning on page 12. In general, the framework is based on four questions:

- Who is your audience?
- What do you want your audience to do?
- What perceptions guide that action?
- What type of interventions might affect those perceptions and, in turn, the action.

The first chapter of this book, "The Basics," provides an overview of social marketing, including a description of the BEHAVE framework. In Chapter 2, "Understanding Behavior," we address the first two questions presented above regarding the audience and the action. This chapter also contains much of the information about research. In Chapter 3, "From Determinants to Strategies," we tackle the third question about what might affect a certain behavior. Then, in Chapter 4, "Designing an Intervention," we discuss the final question above – the tactics of a marketing campaign. Finally, in Chapter 5, "Creating a Marketing Plan," we offer a practical way to use the BEHAVE framework when designing a marketing campaign.

Presented below is a graphic view of how this book is organized based on the BEHAVE framework.



Where to Find What You Need

As you create or manage a marketing program, you need to know a lot. But almost everything you need to know is part of the same process – the creation and implementation of a marketing campaign. Sometimes you will have a question about a specific area – advertising, for example. At other times, you are not even sure what to ask; you know only where you are in the process. The chart below allows you to find subjects in both ways: By knowing the subject itself or just where it might fall in the process.

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Marketing Process	Creating a Marketing Plan	43
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1.

The Basics

Social Marketing
Thinking Like a Marketer
The BEHAVE Framework

1. The Basics

Social Marketing

Wearing seat belts. Driving sober. Wearing a helmet. All of these are actions that the National Highway Traffic Safety Administration (NHTSA) is charged with promoting. NHTSA tries to encourage these actions through advertising, public relations, community outreach, and a host of other activities. The result, when NHTSA is successful, is a social benefit – fewer crash or traffic fatalities or head injuries, for example. There's a name for this type of work. It is called social marketing.

Social marketing is the utilization of marketing theories and techniques to influence behavior for a social end. In other words, it is similar to commercial marketing, except that the goal is not to maximize profits or sales; it's a change in behavior that will benefit society – such as persuading people not to drive when they are drunk.

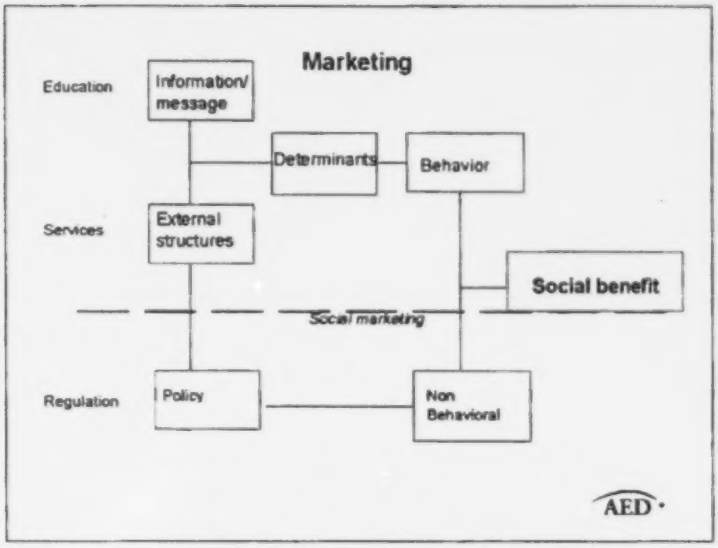
Social marketing is the utilization of marketing theories and techniques to influence behavior for a social goal.

Of course, there are thousands of ways to strive for NHTSA's goals, not all of which involve social marketing. Attempts to accomplish social goals can be divided into two categories: behavioral and nonbehavioral. For example, to prevent highway fatalities, one could get more people to wear seat belts (behavioral) or one could install air bags in cars (nonbehavioral). Behavioral solutions often require social marketing; nonbehavioral solutions tend to be in the area of technology. But what's important to note here is that both types of solutions need to be considered.

How does social marketing work? Refer to the chart on the following page. Everything above the dotted line is involved in changing behavior: this is social marketing. The behavior is the goal – the specific action you want a specific audience to undertake. How do you influence that behavior? You do so by affecting an audience's determinants of behavior. Whether people engage in a behavior is based on how the audience views that decision: What are the benefits? Does it seem difficult to do? Can someone like me do it? Are other people doing it? Would people laugh at me if I did it?

Trying to figure out which perceptions influence a behavior is at the heart of social marketing. If you are unaware of which determinants influence a behavior, you don't know what type of marketing solution is necessary. These determinants are influenced by some outside forces, such as information (what people know and believe) and external structures, such as the presence of a seat belt or a law against speeding. In social marketing, the marketer tries to affect those outside

forces (providing information, for example) to change the determinants that influence behavior. The key is knowing what those determinants are and what outside forces might change those determinants, and hence that behavior.



Often, the most important determinant is not what we expect. Consider a recent campaign in Florida to reduce tobacco use among youth. For years, teens had been told that tobacco was bad for their health. Their reaction? Smoking increased. Why? Teen smokers already knew the health risks (and some even believed they are worse than they really are). The determinants motivating the behavior were the benefits of smoking, such as looking cool and rebelling against authority. To these teens, those benefits outweighed the risks. So the state developed a campaign focused on the determinants motivating the behavior, instead of simply repeating the health risks. The result: A 19 percent decline in middle school smoking rates.

What is important to remember about the social marketing framework shown above is this: Before one is able to make a decision about the interventions needed – the information or external structures shown above – one must know which determinants are important to the behavior.

This is why audience research is such a critical part of the social marketing process. Good social marketing is rooted in behavioral science, not in guesswork or slick copy. A strategy must be developed, one based on research, that drives everything else – from the audience targeted, to a PSA script, to what types of services you decide to offer.

The next several sections of this resource book should give you a feel for that entire process. First, we talk about marketing in general, then we introduce the BEHAVE framework (page 11) – a way for you to analyze and address specific behavior. In the chapters that follow, we show you a system for developing a marketing strategy (page 43), and introduce some tools that you can use in the areas of research (page 23), advertising (page 34), public relations (page 39), and outreach (page 41).

Thinking Like a Marketer

Marketing is an exchange. The marketer asks the consumer to perform an action (say, buying a Coke) and in exchange, the marketer gives the consumer a benefit (for example, sweet taste and a cool image). This is true in commercial marketing, where the objective is to get people to buy something, and it is true in social marketing, where the goal can be encouraging safer or healthier behavior.

Marketing is about an exchange

You have to think about what you are offering members of your audience. They are unlikely to do something just because you asked. A marketer's offering does not have to be something concrete. We are all familiar with commercial marketing campaigns that try to add value to a product by associating it with an image – that is part of what separates Coke from the grocery brand. Social marketers can use those same techniques and more.

So what does it mean to "think like a marketer?" In part, it is recognizing your side of exchange – the fact that you need to offer something. What's more, a social marketer should understand some of the basic principles of marketing. Of course, there are many marketing principles. Entire textbooks are written about just one slice of marketing. In social marketing, however, five principles are among the most important:

1. Know exactly who your audience is and look at everything from that group's point of view.

Marketers are consumer-focused. It is crucial that you understand who your target audience is and that you look at the world from its point of view. Why does a marketer think this way? To motivate people to take an action, you have to understand the world from their standpoint. What do they want, what do they care about, dislike, struggle with? The people you are talking to will not listen if they sense that you do not understand them.

One way to get a handle on understanding an audience is to break it down into groups. This is called "segmentation." The idea of segmentation is to break up the entire audience into smaller groups with whom you can use the same strategies to reach and persuade them. It also requires being as specific as possible in describing exactly who you're reaching. For each segment, you might reach members of the audience in a different place, and when you reach them use a different pitch.

The 5 "Thinking like a Marketer" Principles

Thinking Like a Marketer #1
Know exactly who your audience is and look at everything from *its* point of view.

Thinking Like a Marketer #2
Your bottom line: When all is said and done, the audience's *action* is what counts.

Thinking Like a Marketer #3
Make it easy-to-irresistible for the audience to act by:
- maximizing benefits
- minimizing barriers
  from audience's point of view.

Thinking Like a Marketer #4
Integrated strategy offers 4Ps:
- the right *product*
- at the right *price*
- in the right *places*
- with the right *promotion*.

Thinking Like a Marketer #5
Base decisions on *evidence* and keep checking in.

If you look at different ads on TV or in magazines, you can often determine who the audience segment is for that ad. Commercial ads do not attempt to reach the entire U.S. population. Some ads are directed to men who watch football; others are directed to women who are home during the day. They are not only selling different products, but also using different strategies, which match the characteristics of the target audience.

2. Your bottom line: When all is said and done, the audience's action is what counts.

Unlike classroom teaching or entertainment, all marketers really care about is action. You want people to perform behaviors that keep them safe. Although you might want to educate them about safety, for them to feel good about driving with a seat belt, or to call a phone number, if you do not persuade them to perform the action, your program has failed. It has failed regardless of how much people learned about the risks involved or the reasons that seat belts should be used.

The best way to implement this principle is to define and promote a specific, simple action for the target audience to perform. But what looks like a simple, straightforward action to us is sometimes more complex to them. The clearer you can be about the action or behavior, the more successful your programs will be. Behavioral scientists can help you to analyze a behavior. (See Chapter 3.) While you may not have those credentials, you can help break down the steps of larger actions to understand all of the steps involved and where problems may lie in persuading people to perform complex behaviors.

3. Make it easy-to-irresistible for your audience to act.

As noted earlier, social marketing includes the concept of exchange - the assumption that people do things in exchange for benefits they hope to receive. People weigh options and make these behavioral choices within complex environments. If people believe something benefits them, they will take the action. If they believe there are more costs than benefits to taking the action, they typically will not take it. What marketers are looking for is the tipping point – when people believe there are sufficient benefits to outweigh the barriers, or that the benefits matter more than the barriers, they are more likely to take the action.

A benefit is something that people want. Usually, it is a promise in exchange for taking action. Some benefits might include an improved self-image, good health, peace of mind, convenience, and the approval of people who matter. Note that many of these benefits are "internal" to the person, something that he or she perceives as a benefit of the action or of the product.

The Four Ps of Marketing

***Product**: What you are offering the audience?*

***Price**: The costs, in time, money or other barriers, of engaging in the new behavior*

***Place**: Where you offer the product, your distribution system, sales force, and support services*

***Promotion**: How marketers persuade the audience to use the product*

A barrier is something that stands in the way of the person's acting. Marketers think of barriers as costs. They may be actual monetary costs or a different type of "cost," such as inconvenient hours or social stigma. A barrier could be ignorance about how to act or a belief by the target audience that it lacks the ability to act. Some barriers you can work on; others you cannot.

To make an action easy-to-irresistible, a marketer must emphasize the aspects of the action that members of the audience believe will be beneficial, and minimize or eliminate those things that they believe will get in their way. For the most part, people act in their own best interest. It is our job as social marketers to make the action we are promoting coincide with what members of the target audience perceive as being in their best interests. It's important to know what people view as benefits and as barriers.

Sometimes we assume that the benefit that's important to us is the same one that is significant to the target audience. Often, this is simply untrue. We think wearing a helmet is safer, so we do it. Members of your target audience may not care as much about safety. Perhaps they care more about how they look – and maybe what they need isn't more information about the risks of head injury but a better-looking helmet.

4. Use the four Ps of marketing.

When designing a successful marketing strategy, marketers often refer to the four Ps. These four words help keep efforts on strategy and guide decisions about what type of tactics – using television spots or news events, for example – make the most sense.

Product: Think about what is being offered to the target audience. In commercial marketing, products are clear and tangible. In social marketing, products are often behaviors to be changed or maintained. The product must be positioned so that its benefits are meaningful to the audience.

Price: What the audience must give up or overcome to receive the product's benefits. The most basic price is monetary. The highest prices are often social or psychological. Messages and services attempt to lower the various barriers that an audience faces.

Place: Channels and locations for distributing the product and related information and support services. Planners must identify places that offer maximum reach and greatest audience receptivity. Planners must also aim to help audiences overcome key barriers by expanding access to products and support services.

Promotion: Efforts to persuade the target audience to try or adopt the product being offered. The promotional strategy includes not only the content of messages but also their tone and appeal, their timing, and the credible channels and spokespersons that will deliver them.

Using the Four Ps to Market Indiglo™ Wristwatches

To better understand the 4Ps, let's look at a straightforward, big-budget campaign by Timex® to market a watch with a new feature: An Indiglo dial that lights up the entire face of the watch. Marketing in the commercial world often means big budgets for audience research, advertising and other costs. But the principals are the same as those applied to social marketing.

The goal: In the world of marketing wristwatches, there already exists high demand for watches, so you do not need to sell consumers on the benefit of owning a watch to keep time. Instead, the marketing challenge is to gain a share of a crowded market. Here's how the company did just that for Indiglo watches:

The audience
Timex had a great new gimmick. To sell it, they first had to know who was most likely to want this feature in a watch. Timex looked at the entire audience of potential watch buyers and chose a lifestyle segment: People who like and buy gadgets.

The action
In commercial marketing, it is easy to see the bottom line. Unless the marketing plan results in lots of watch purchases, Timex has failed. The marketing department knew exactly what they wanted the audience to do. It doesn't matter whether they help members of the audience feel warm and fuzzy, know all about it, or have better access to it. None of these factors matter unless it causes the audience to buy the watch.

Behavioral Determinants
- *Promoting the benefit:* Timex can build on a long reputation of durable and reliable watches. So the campaign did not have to convince the audience about the quality of the watch. The tangible benefit that Timex was promoting was the actual feature of the watch. Timex also marketed intangible benefits, such as slick, rugged, athletic, outdoorsy, fashionable, high-tech, and hip.
- *Minimize the barriers:* Timex had to minimize the barrier that Timex is a no-class brand. It did this by relating the new watch to hip activities, raising the price a bit, and making glossy ads.

The Results
Timex hit on each of the 4 Ps:
- ***Product:*** a watch with a new twist: Indiglo night-light illuminates the entire dial.
- ***Price:*** an affordable $20 to $40, high enough to trust it, low enough for the mass market.
- ***Place:*** low-end department stores, discount stores.
- ***Promotion:*** sold to retailers first (so that they would promote it), advertised on TV, in stores, and magazines.

All these decisions were based on evidence. Timex did not make a move without checking with the target audience on issues such as the product design, the name "Indiglo," and ad ideas. And they monitored sales. With so much at stake in potential sales and the company's new image, it did not make any of these choices on a whim.

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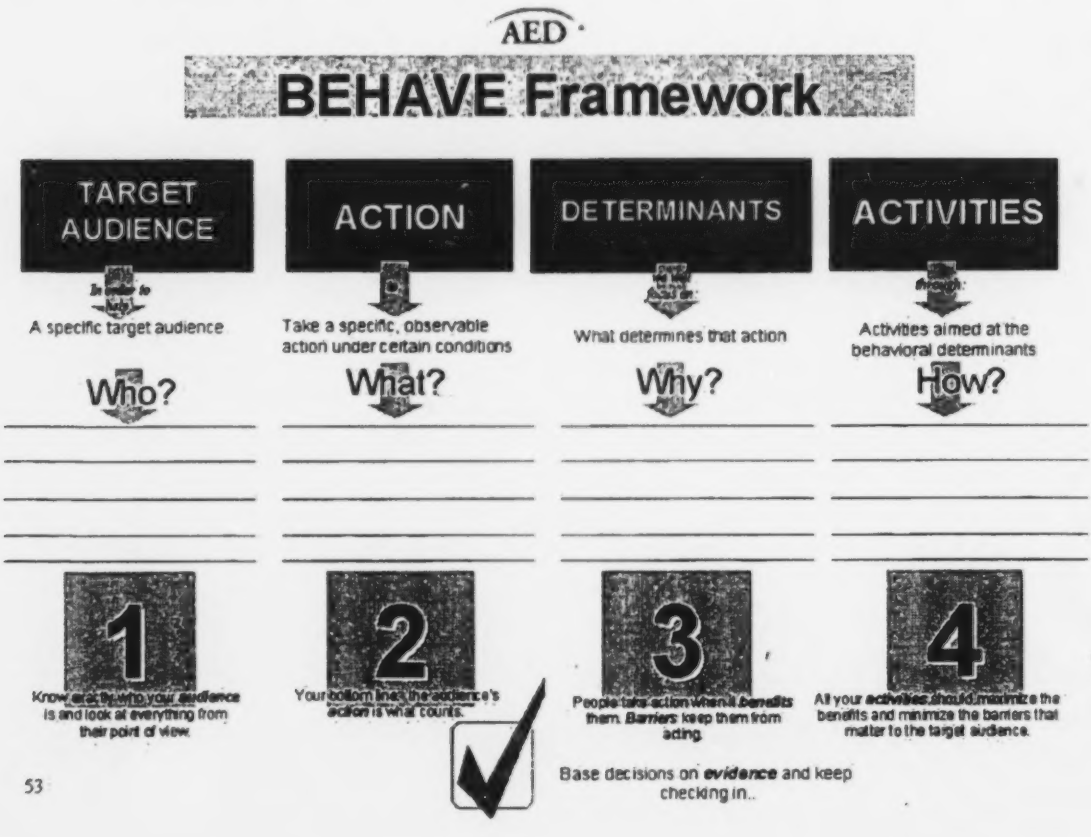
5. Base decisions on evidence and keep checking in.

Marketers do not simply rely on their instincts, or what they think an audience might want. Commercial campaigns are often expensive, and their outcome is monetary. Marketers cannot afford to blindly try out different options. They have competition. If they head in the wrong direction, they could lose market share.

Marketers, therefore, turn to audience research. They examine the needs and wants, buying preferences, and lifestyles of audiences, where they see advertising and whom they believe. This research is conducted both at the beginning and during a campaign. Marketers also track what is being bought and by whom. Results can be checked against assumptions. The campaign is not only designed based on research findings but also modified as the audience's reaction to the marketing campaign or product is better understood.

In Chapter 2, we describe some of the basics of conducting research. This task may be approached in various ways, some of which are expensive while others are relatively inexpensive. You should also try to use other people's research whenever possible. What's important is that you take out as much guesswork as possible. Base as much as you can on objective evidence.


AED
BEHAVE Framework
TARGET AUDIENCE
ACTION
DETERMINANTS
ACTIVITIES
A specific target audience
Who?
Take a specific, observable action under certain conditions
What?
What determines that action
Why?
Activities aimed at the behavioral determinants
How?
1
2
3
4
Know exactly who your audience is and look at everything from their point of view.
Your bottom line: the audience's action is what counts.
People take action when it benefits them. Barriers keep them from acting.
All your activities should maximize the benefits and minimize the barriers that matter to the target audience.
Base decisions on evidence and keep checking in..
53

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So, how do you use these marketing principles in the real world? To begin, try breaking down the behavior you want to change so that you can understand what is behind it. Only then can you think about how you might change it. At the Academy for Educational Development (AED), we developed a simple way to go about this, something we call the BEHAVE framework. Essentially, it is a worksheet that asks a few simple but essential questions: Who is the audience? What do we want members of the audience to do? What are their perceptions about the behavior? And what can we do to influence those perceptions?

The BEHAVE framework is organized around these key decisions, those that are made all of the time by anyone managing a marketing campaign. It is deceptively simple. As you will discover however, filling in the blanks requires a significant amount of informed decision-making.

Every day, you make decisions based on some evidence and some assumptions. The framework helps slow down your thinking a bit to ensure that your assumptions are valid.

The framework is based on the presumption that before you even think about an intervention – a message, a system change, or an outreach effort – you need to answer three questions:

- Who is your target audience, and what is important to that group?
- What do you want your audience to do?
- What are the factors or determinants that influence or could influence the behavior, and are they determinants that a program can act upon?

Once you have answered these three questions, you can then consider this question:

- What interventions will you implement that will influence these determinants so that the determinants, in turn, can influence the behavior?

The answers to these questions are the steps of the BEHAVE framework. The reasoning for one step derives from the previous steps. You must know a lot about your audience before you can identify the action that you will promote. And you should have decided upon the audience and action before identifying the perceptions worth addressing. Only then will you consider what types of interventions to develop, because the interventions will act on the perceptions that will act on the specific action for that audience.

Jumping from knowing who your audience is to designing an intervention is tempting, but this approach usually fails. We have all seen it happen: "We need to reach young African-American men; let's record a rap song!" someone says. But the rap song does not connect with the audience or address the reason these men are not engaging in the safer behavior. The project is, therefore, doomed to failure.

Using the BEHAVE model is not difficult to do. After all, this approach should not be entirely new to you. Every day, you make decisions based on some

evidence and some assumptions. The framework helps slow down your thinking a bit to ensure that your assumptions are valid and that you have thought of everything as you make intervention design decisions. On pages 53-55 is a graphic explanation of how to use the BEHAVE framework as well as a blank BEHAVE framework worksheet. Photocopy the worksheet and try using it to help you think through your marketing program.

Working Toward a Strategy

The BEHAVE framework and all of the other tools in this resource book are a guide for you to draft strategies for successful programs. Put simply, a strategy is a statement that provides a blueprint for action. It sums up all that you have learned to date and answers ten basic questions (see box). Follow this resource book through the sections to reach a strategy and take the strategy to a marketing plan.

The Next Step

At this juncture, you should have an understanding of what social marketing is all about. We have talked about the overall framework of social marketing – that to influence behavior, you need to understand the perceptions influencing that behavior. What are the benefits people seek? What are the barriers to accomplishing what your marketing program wants them to do? We also have talked about thinking like a marketer – using many of the same concepts commercial marketers employ to sell products such as soap or beer. The BEHAVE framework gives social marketers a way to think through the behaviors they target.

In the next chapter, we take a closer look at the behavior itself: Who is the target audience and what exactly is the action you want the audience to take?

Ten Key Strategic Questions

PROBLEM STATEMENT

1. What is the social problem I want to address?

BEHAVIOR

2. What action do I believe will best address that problem? (action)
3. Who is being asked to take that action? (audience)

DETERMINANTS

4. What does the audience want in exchange for adopting this new behavior? (key benefit)
5. Why will the audience believe that anything we are offering is real and true? (support)
6. What is the competition offering? Are we offering something the audience wants more? (competition)

INTERVENTIONS

7. What is the best time and place to reach members of our audience so that they are the most disposed to receiving the intervention? (aperture)
8. How often and from whom does the intervention have to be received if it is to work? (exposure)
9. How can I integrate a variety of interventions to act over time in a coordinated manner to influence the behavior? (integration)
10. Do I have the resources alone to carry out this strategy and if not, where can I find useful partners? (affordability)

2.

Understanding Behavior

What is Behavior?
Behavioral Science
Research

2. Understanding Behavior

What's a Behavior?

Every social marketing program has a behavioral goal. There is some behavior you want to change: Some people are doing one thing; you want them to do another. That's what your project, or at least a specific campaign, is about. Which raises an obvious question:

What's a behavior?

The BEHAVE framework describes a behavior as having three components:

An observable action
⇩ ⇩
... by a specific ...
Target audience
⇩ ⇩
... under specific ...
Conditions

For example: When driving a motor vehicle, men between the ages of 16 and 20 will *buckle up* before placing the vehicle in gear.

Notice that the behavior encompasses both of the first two quadrants of the BEHAVE framework (see below). It defines both the desired action and the audience segment. You constantly re-evaluate both your audience and the behavior as more research becomes available to you, as you refine your understanding of your audience, and as you develop your program plan.

AED · BEHAVE Framework : Defining Behavior.

Behavior

Target Audience | Action

Who? A specific target audience	What? A specific action under a specific set of circumstances
A segment of the audience. Key issues: • Coherence: What holds this group together? Similar risks, wants, needs, behaviors, demographics, etc.? • Potential Impact: Is this segment big enough to make a difference in your bottom line.	What do you want the audience to do? And under what circumstances? Key Issues: An individual action: Must be a specific action taken by members of the audience Self Determined: Must be something under their control (i.e., can they do it?) Condition: Must take into account the condition under which this would take place.

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To understand this better, let's examine more closely what exactly are observable actions, target audiences, and specific conditions.

Observable Action

Let's start with the observable action. Surprisingly, this is often where many social marketers make their first mistake.

Example: When driving a motor vehicle, men between the ages of 16 and 20 will *buckle up* before placing the vehicle in gear.

What's the observable action here? Take a guess. Write it down. Then, try the exercise in the box below.

Many campaigns are designed to raise awareness. What does this mean? Are awareness campaigns marketing or not? The answer is no; they are not marketing campaigns unless awareness is deliberately tied to a specific behavior. Marketing is always about behavior. Commercial marketing is about purchase behavior. Social marketing is about what people do, not what they know.

Awareness, understanding, belief in, and knowing about are all determinants of behavior. (We'll talk more about these later.) That is, we believe that they determine behavior. If someone knows, or understands or believes in using a seat belt, for example, then we think they are more likely to use a seat belt. Sometimes we're right. But most of the time, we're not. Correct knowledge about, and even belief in, behaviors are often important requisites to behavior, but they do not in themselves lead to behavior. Therefore, if you want folks to *buckle up* you need to find the most important determinant of that behavior. That is what social marketing is all about. What is the thing that will help people who know about the behavior, who even believe in the behavior, to actually adopt and stick with the behavior?

Q: Which of the following phrases describe an action?

I want my audience to:
1. Be aware of...
2. Understand the importance of...
3. Support the idea of...
4. Call a Hot Line Number.
5. Join a group...
6. Buckle up...
7. Believe that safety is important...
8. Tell a friend that safety is important...
9. Know that X number of children die every year in car accidents.
10. Believe that an ad is true.

A: Numbers 4, 5, 6, and 8 are behaviors. Number 3 might be a behavior; it depends on what *support* means. If it means, *in their minds*, the audience thinks it is a good idea, then *support* is not an action. If it means *writing a letter in support of* then, yes, it is an action. As stated, *support* is a weak action at best.

The others statements are all attitudes, facts, or beliefs. They may imply actions, but they are not actions in themselves.

An action must be observable. Always ask yourself as a final test, can I see someone be aware, understand, or know?

Now, let's go back to our example.

When driving a motor vehicle, men between the ages of 16 and 20 will *buckle up* before placing the vehicle in gear.

Observable action: Buckle up before placing the vehicle in gear.

In this example, it appears that the program planners have done significant audience research on seat-belt use. They have apparently identified a specific behavioral problem: Men in this age group do not *buckle up before starting their car or truck.* The program planners want to target that specific behavior, not buckling up in general.

Selecting a target audience

A target audience is a smaller part, or segment, of the general population. In our example what is the audience being targeted?

Take a guess. Write it down. Then, keep reading below.

A target audience, or segment, is a group of individuals that shares a set of common characteristics. These characteristics may include:

- Demographics: All are of the same age or income range, same gender, or ethnicity.
- Risk: Who are the individuals practicing risky behavior? (In our example, for instance, the audience doesn't buckle up.)
- How the individuals engage in risky behavior: (For example, they buckle up at the first traffic light.)
- Wants: The individuals desire the same basic outcome when performing the risky behavior. (They want to get a fast start.)
- Perceptions: They share the same attitudes and values about the risky behavior. (A fast start makes me feel like a race car driver.)
- Channels: They share the same channels of communication and look to the same spokespersons as being credible. (I'll listen to my kids but not to my wife).
- Readiness to change: They are at the same stage of behavior change. ("I've been trying to use my seat belt, but I just keep forgetting" versus "I am never going to use that darn thing; it's a nuisance").

A target audience is viable for a program if it can meet three criteria:

1. Would changing this audience mitigate the problem?

An audience segment must be part of the problem. Most often, the target audience is at risk; that is, it is a group of individuals who are performing the dangerous behavior. In our example, men between the ages of 16 and 20 who drive motor vehicles and do not buckle up are at higher risk of injury or fatality than other segments, because they are involved in more crashes. We also discovered that shaping their behavior early in their driving career influences them for life; therefore, we believe that if we reach this segment we will be addressing a key part of the problem.

2. *Is the audience large enough to make a measurable difference?*

It is pointless to target an audience so small that it won't make a difference in the overall goal. Size of the audience is a critical factor to determine early in a program. Too often we rely on percentages. We often hear that Audience X represents more than 60 percent of a population. But how many is 60 percent in real numbers: A thousand or a hundred thousand? The size of the audience is critical for two reasons: It has to be big enough to matter, and we need to judge the scale of intervention necessary to effect change.

3. *Can the audience be reached effectively given our resources?*

At this point, you need to make an assessment of your resources. Do you have the political clout to address policy or structural barriers? Do you have money for paid media? What size of print runs can you afford? How many outreach workers can you muster? Once you have a sense of what your resources are – as well as your limitations—then you have to ensure that your segment is matched with your resources. It is senseless to set a goal of reaching 60 percent of your target audience (example: 2 million men aged 16 to 20 who drive) if you have only sufficient resources to reach 10 percent to 20 percent of them.

Let's return to our example:

Example: When driving a motor vehicle, men between the ages of 16 and 20 will *buckle up* before placing the vehicle in gear.

Observable action: Buckle up before placing car in gear.

Target audience: Men between the ages of 16 and 20 (drivers of motor vehicles).

When designing the components of your intervention, you may want to segment even further. You may want to design a specific activity – say a TV spot – specifically for part of your target audience, such as men in rural areas who drive trucks. (See AED's segmentation tool on page 56-57).

Segmentation is always a problem for social marketers, particularly those of us in government. Isn't our job to reach everyone and not target a specific group? Don't we open ourselves to criticism of favoritism or, worse, stereotyping if we target a particular group? The answer is often yes. But we can counter argue that our programs will more likely be successful if they are designed to help the target audience specifically. Commercial marketers target because they have limited resources and they need to be effective with those resources. Now, if the commercial folks have limited resources, what about us? Don't we have a responsibility to be effective?

Under specific conditions

Some behaviors are so complex that setting the conditions under which they are to be performed is often critical in the definition of the behavior. Look at the example in the box to the right and note the different conditions under which each action must be taken.

You can see how the condition changes the type of intervention necessary to reach these different audiences. Indeed, in this exhibit you can see the importance of each of the three elements. Interchange any one of them and you need to use a different intervention strategy.

Let's look one last time at our example behavior and apply this category.

Example: When driving a motor vehicle, men between the ages of 16 and 20 will *buckle up* before placing the car in gear.

What is a behavior?

A behavior is:	*Example 1*	*Example 2*
Action	Put child in back seat with seat belt on.	Put child in back seat with seat belt on.
Segment	Mother of one child, aged 7	Father of one child, aged 7
Condition	When driving the family van with four other children in it	When dropping the child off at school, on the way to work

While the observable action may stay the same, the specific condition under which an action is taken may vary your strategies and messages. In this example, the two conditions are defined based on consumer research that has shown that parents of young children are less likely to buckle them up if they have several other children in the car.

There is an:

Observable action: Buckle up before placing the vehicle in gear.
A target audience: Men between the ages of 16 and 20 (drivers of motor vehicles)
Specific conditions: When driving a motor vehicle

The objective is to be specific. To be successful, you have to understand your goal. You have to know who you want to do what. Using these criteria should help.

Behavioral Science

Behavioral science is the study of factors that affect or influence the actions of individuals. These include individual factors, interpersonal factors, organizational factors, or community factors. Behavioral science can help you better understand members of your audience, what they do, and why they do it. Research on people and their behaviors has led to general theories of what affects what people do – what helps *determine* their behavior.

For decades, human behavior has been an intense target of empirical research. Anthropologists, psychologists, and sociologists have been interested in what we

call the *determinants of behavior*. Determinants of behavior are those factors, both within an individual's thought process and external to the individual, that influence people's actions. There are numerous theories and a dense literature to wade through, absorb, and try to understand. What's more, in the past 20 years or so, there has been a growing experience base with trying to shape human behavior through marketing. From early programs such as Smokey the Bear to more recent efforts targeting seat belt use, smoking cessation, drug abuse, HIV prevention, diet and exercise, we now have a solid, if incomplete, base from which to make judgments on where to start and how to understand human behavior.

Determinants of behavior

Determinants are those factors that influence behavior. Obviously, many factors influence human behavior. Where do you start? The best place to start is to use market research to answer the following questions:

- What are people doing now instead of what I want them to do? (Call this the "competing behavior.")
- What do people like about the competing behavior?
- What do people dislike about the competing behavior?
- What makes it easy for them to perform the competing behavior?
- What makes it difficult for them to perform the competing behavior?
- Who approves of them performing the competing behavior?
- Who disapproves of them performing the competing behavior?

Now, answer these same questions about the new or safer behavior you wish to promote (your "product"): What do they like or dislike about it? What makes it easy or hard? Who would approve or disapprove?

These questions are simple, but they are based upon some cornerstones of behavioral science. The questions about *like and dislike* are related to our growing understanding of how *perceived consequences* affect behavior. People tend to do things that they like versus things they don't like. *Self-efficacy*, that is, our feelings of adequacy to perform a new behavior, is related to the set of questions about what makes it *hard or easy*. And finally, *social norms* suggest that people do things to please or follow people that they admire. The last two questions, therefore, try to probe people's feelings about who *approves and disapproves*. Here's a simple way to remember these three determinants:

Perceived consequences	**= FUN**
Self-efficacy	**= EASY**
Social norms	**= POPULAR**

Put simply, if you can find a way to make your new behavior fun, easy, and popular with your audience, you have a good chance of succeeding. But remember, what is fun for one person may be work for another. What is easy for one may be hard for another. And obviously we all look to slightly different

people for our social norms; therefore, you need research to answer these questions adequately.

Findings from applying behavioral science may require you to go back and redefine your target audience. Suppose you want to address young men aged 16 to 20 but find out that they have nothing in common except that they don't buckle up. But you see that at age 15 young men's minds are much more susceptible to being influenced. You might redefine your target audience.

Some Determinants that Influence Behaviors

EXTERNAL DETERMINANTS
The forces outside the individual that affect his or her performance of a behavior.

Skills: the set of abilities necessary to perform a particular behavior.

Access: encompasses the *existence* of services and products, such as helmets and safety seats, their *availability* to an audience and an audience's *comfort* in accessing desired types of products or using a service.

Policy: laws and regulations that affect behaviors and access to products and services. Policies affecting traffic safety include child seat laws, seat belt laws, and driving under the influence.

Culture: the set of history, customs, lifestyles, values, and practices within a self-defined group. May be associated with ethnicity or with lifestyle, such as "rural" or "youth" culture.

Actual consequences: what actually happens after performing a particular behavior.

INTERNAL DETERMINANTS
The forces inside an individual's head that affect how he or she thinks or feels about a behavior.

Knowledge: basic factual knowledge about traffic safety, how to protect oneself from injury, where to get services, etc.

Attitudes: a wide-ranging category for what an individual thinks or feels about a variety of issues. This over-arching category would include self-efficacy, perceived risk, and other attitudinal factors.

Self-efficacy: an individual's belief that he or she can do a particular behavior.

Perceived social norms: the perception that people important to an individual think that she or he should do the behavior; norms have two parts: who matters most to the person on a particular issue, and what she or he perceives those people think she or he should do.

Perceived consequences: what a person thinks will happen, either positive or negative, as a result of performing a behavior

Perceived risk: a person's perception of how vulnerable they feel (to crashes, etc).

Intentions: what an individual plans or projects she or he will do in the future; commitment to a future act. Future intention to perform a behavior is highly associated with actually performing that behavior.

A behavior
is more likely to be adopted if:

- ❑ It is similar to and compatible with what people are already doing.
- ❑ It is simple to do without mistakes.
- ❑ It is low cost.
- ❑ It provides immediate reward.

Theory and practice

In the foregoing paragraphs, we have described a good, general approach to understanding a behavior. It can also be helpful to consider specific behavioral theories. Presented below are basic descriptions of three of the more commonly used behavioral theories in social marketing – social learning theory, stages of change, and diffusion of innovation.

Social Learning Theory

The social learning theory was developed by Albert Bandura in the 1970s, through his research on learning patterns and cognitive skills. In this theory, human behavior is explained in terms of a three-way dynamic in which personal factors, environmental influences, and other responses continually interact to influence behavior.

Included in this model are some important elements:

- The environment shapes, maintains, and constrains behavior, but people are not passive in the process as they can create and change their environment. An example of this is the Mothers against Drunk Driving movement.
- People need to know what to do and how to do it. For example, parents need specific instruction on how to install and use child safety seats.
- People learn about what is expected through the experiences of others. For instance, a young man may share his negative experience of being arrested for drunk driving with his buddies.
- Responses (positive or negative) to a person's behavior will affect whether or not the behavior will be repeated. If a driver experiences an accident without a seat belt, he will be more likely to buckle up in the future.
- Self-efficacy — the belief that a person can perform the behavior — is important. For example, a pregnant woman who has practiced installing and removing a car seat will feel confident when she actually needs to use it.

Stages of Change

The stages of change theory, also called the transtheoretical model, helps explain how people's behavior changes. This theory was developed after studying how people quit smoking and has been used since to understand other complex behaviors, such as condom use.

Stages of change states that people go through a process, on their own time and in their own way, of changing to a new behavior. At each stage, they may have different needs. For example, someone in the precontemplative stage may need information about a behavior but is not ready to discuss how to integrate the behavior into their daily life.

The five stages are as follows:

- *Precontemplative:* People in this stage have no intention of changing their current behavior in the foreseeable future, are unaware of the risk or deny the consequences of risky behavior.
- *Contemplative:* People are aware that a problem exists, are seriously thinking about overcoming it, but have not yet made a commitment.
- *Preparation/decision-making:* People intend to take action in the near future and may have taken some inconsistent action in the recent past.
- *Action:* People modify their behavior, experiences, or environment to overcome their problems; the behavior change is relatively recent.
- *Maintenance:* People work to prevent relapse and maintain behavior change over a long period of time.

Diffusion of Innovation
To understand how new behaviors spread around a community, you can refer to the diffusion of innovation theory. This model helps in understanding how social systems function and change and how communities and organizations can be activated.

This theory states that a new "innovation" — be it technology or a new behavior — spreads among different parts of the community from "early adopters" (people who always like to try new things) to "late adopters" (who are resistant to change). Opinion leaders are a key element in communication about innovation. The diffusion model also calls for paying attention to the characteristics of the innovation, such as:

- The relative advantage of the product (this seat belt is easier to use than my old one).
- The product is compatible with current beliefs or behaviors (now that I am a mom, the safety of my child is my main concern).
- How complex it is (I can't follow these complex directions for my new safety seat).
- How well it can be tried out (I borrowed this helmet to determine whether I liked it).
- The benefits can be observed (I skidded to a stop, and my child wasn't hurt).
- The impact of relevant information (the local paper announced Joe's drunk driving arrest, and his family was embarrassed).

Research

So how do you figure out which theories or determinants apply to your program? Your past experiences? Gut instinct? We suggest you use research – as much as you can afford. As you design a program, you should be constantly asking yourself: How much do I really know about my audience? If you're honest, and

unless you're very unusual, you will know much less than you need to know. You will need good market research.

Because research never gets everything right, the more you do the less likely you are to make mistakes. But research takes time and money, so most of us never do as much research as we would like. The best advice about research is to figure out all of those things in a program that you have control over and do research exclusively on them. You want the research to help you make decisions, not just give you information. Finding out facts that you have no control over is a senseless pursuit. If you don't have enough money to afford mass media, don't research media habits. If your boss has already decided the audience he or she wants to address, then learn more about this segment, not other audiences altogether.

Research is best when it combines a variety of different methods – reading about what other people found, talking in depth with small groups of the target audience, and surveying a large number of target audience members. The less research you are able to conduct, the more the variety of research you need to do. Why? Because variety will help you to uncover the big mistakes.

Following are the three basic types of research that are often helpful:

Source research

Find other studies. Look at work done by others on your topic. Look for the determinants they believe matter and the interventions they used. Learn from past programs. This sounds silly, but so many times we do a literature review (a look at all the previous research reports about a certain subject) just to say we have done it. The key is to list the five or ten ideas you get from this reading. Cull out what matters to your specific program.

Qualitative research

Qualitative research includes techniques such as focus groups, talking to community leaders, direct observation, and in-depth individual interviews. They are qualitative because they involve small numbers of the target population and, therefore, are not representative. That is why you should never summarize the results of your qualitative work in percentages. Fifteen percent of 50 is only 7.5 people – no basis for saying anything general about the population at large. Qualitative work helps you explore ideas, try out vocabulary, and listen to members of your audience in their own words.

Qualitative (such as focus groups)	*Quantitative (such as surveys)*
❑ Provides depth	❑ Measures occurrence
❑ Asks "why?"	❑ Asks "how many?"
❑ Studies motivation	❑ Studies action
❑ Is subjective	❑ Is objective
❑ Is exploratory	❑ Is definitive
❑ Provides insights	❑ Measures levels
❑ **Interprets**	❑ **Describes**

Quantitative research

Here we are talking about surveys. Surveys are best constructed after some qualitative work has been done. Many of the source research findings may be surveys completed by others in the past. Surveys require a good deal of professional experience to put together, administer, and analyze. But they are the only sure way of determining how representative your conclusions may be.

Qualitative and quantitative research may sound similar, but they serve two very different purposes. Each type of research can answer different types of questions (see box above).

Doer/Nondoer Analysis

One of the most practical research tools is the "Doer/Nondoer" exercise. It allows you to compare people who perform the new, safer behavior with those who don't, looking at determinants – such as whether something is fun, easy, and popular. You can draw some conclusion using a fairly small number of respondents (80 to 150 in many cases), as long as you have pre-identified both groups (that is, the doers and the nondoers).

Often this analysis can help identify important differences that can be factors in social marketing planning. For instance, in one study of condom users versus non-users, the key factor that distinguished users of condoms from nonusers was the acceptability of the condom by the user's partner. This information was used to develop messages about talking to a partner about condom use.

Here are the steps to doing a quick, doer, nondoer study. Use the sample questionnaire and analysis table in the Social Marketing Tools section of this handbook.

- Identify the specific behavior you want to learn about. Write it out in very clear, precise terms.
- Recruit equal numbers of doers and nondoers.
- Ask them to complete your survey, which includes the same questions about performing the specific behavior.
- Tally and analyze the data.

Attitudes and beliefs that are the same for both doers and nondoers probably are not the determinants that affect the behavior. Look for wide differences between the two groups for areas of possible intervention.

The Next Step

You never actually finish with this section – not completely. Sure, you eventually name a specific audience and a specific action to target. But you should be constantly revisiting that question. Do you want to narrow the audience further? Does a certain subsegment all share the same perception of a behavior? Would a certain subsegment all respond to the same intervention or appeal, maybe radio spots on a specific type of station? So even as you move to the next step, the issues discussed in this chapter do not disappear.

The next step, after specifying the audience and the action, is to consider what determines the behavior. What is the attitude or perception you can work to change? This will be the basis of your strategy, so this is an important step. That is why the next chapter is entitled "From Determinants to Strategies." Behind every strategy is an assumption about what's important in determining a behavior.

3.

From Determinants to Strategies

Determinants & the Concept of Exchange
The Competition
Determinants to Program Activities

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3. From Determinants to Strategies

What to do?

You've done your research. You know your audience. You know exactly what you need it to do. But before you act, you need a plan, a strategy. Don't confuse this with tactics. Deciding to run a PSA is a tactical decision. How this PSA – this tactic – is an integral part of how you plan to change behavior, that's a strategy.

As discussed in Chapter 1, you begin with the problem statement and move on to selecting members of your audience and the specific action you want them to take as described in Chapter 2. The remainder of this chapter will outline how you analyze what perceptions are important to the selected behavior and make this the heart of your program's strategy.

Determinants and the Concept of Exchange

Determinants are the way people view or interpret the significance of a set of interventions. Look at the BEHAVE framework shown below. Determinants are the key intervening variables between the behavior and the intervention. Two key factors emerge from people's perceptions. One is perceived benefits.

Benefits: From the point of view of members of your audience: What is in it for them, if they perform the action?
This notion of benefits lies at the heart of successful marketing. Marketing is built on a concept of *exchange* – I'll give you $35 if you give me a bottle of perfume (what I'm really getting is a feeling of sophistication, joy, and pleasure

Who? A specific target audience	*What?* Do a specific action that leads to the social benefit	*Determinants?* We must change the relevant determinants (attitudes, skills, etc.) that influence that behavior. List some determinants to target.	*Interventions?* List some interventions (information, messages, external structures, policies) that could change those perceptions.

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from the perfume). I have no need for a bottle of smelly water, but I do need to feel sophisticated and popular with my friend who tells me I smell good. The marketing around the perfume helps provide that.

Benefits are what people *want*, not always what they *need* in any objective way. Many people do not want to be safe as much as they want to feel like a macho driver behind the wheel. Therefore, while they recognize that they may need to use a seat belt or slow down, they don't. To be effective with this driver, we must identify an exchange that meets his wants, as well as his needs, as we perceive them.

If you've ever completed a needs assessment, try doing a "wants assessment" next time. Seek out what people really want. You will likely get a very different answer than if you sought out what they "need."

Take any of your target behaviors and think about how you could provide your audience any three of the benefits listed in the box to the left. As you do this, you may need to redefine the behavior. That approach is natural and smart. That's called letting your audience do the leading.

You will probably want to add other benefits to this list that emerge from your research. Keep the list in front of you as a reminder of new ways to think about creating benefits your audience really wants.

Benefits people may want are as follows:

- Savings
- Comfort
- Safety/security
- Humor/fun
- Efficiency
- Health
- Beauty/sex appeal
- Happiness
- Romance
- Excitement
- Rest
- Admiration/recognition
- Popularity
- Sympathy
- Pleasure/avoidance of pain
- Entertainment
- Dependability
- Peace of mind
- Convenience
- Reward

The other important factor is support: Why should anyone believe you? Why is this behavior so great?

Support: What is the evidence that everything you're telling me is the truth? Why should I believe you when so many others are trying to sell me different behaviors?

Support is about trust. It's about who is doing the talking and how they are talking. Trust is developed in numerous ways–through accurate facts, through humor, through credible spokespeople. You cannot, however, take trust for granted. If you are a government agency or a big corporation, you may already be "branded" with a stereotype in your audience's mind. Knowing your brand is another factor critical to success.

How do you develop support for your behavior? That can be a challenge. But there are hints out there. Look for ideas in your research. Keep abreast of creative new support tactics. Watch television and scan print ads in programs directed at your audience. Determine whether anything they are using might be helpful to you as well.

The Competition

Commercial marketers can never ignore their competition. Would Coke forget about Pepsi? If fewer people were buying Saturns, would General Motors not take note that more people were buying Ford Tauruses? Of course not. They would ask why. What is the competition offering that I'm not? Is it cup holders or engine size? Indeed, competitive analysis in the private sector is often the primary basis for a new marketing strategy: *What's the competition doing, and how can I counter it?*

Social marketers have competition too. When looking at the perceptions around a behavior, you have to consider not only how people feel about your product (the action you want them to do) but also how they feel about the competition (other actions they might take). After all, the other action is what a significant share of the audience is already doing. (Thus the need for your marketing campaign). What do they like about it?

Try and be competitive. Understand what thrill, value, or good feeling people derive when they do things such as drive aggressively, fail to buckle up, or go without a helmet. One way to summarize your market research and focus on the competitor is to use the competitive analysis tool to the right. This tool compares the perceived benefits and barriers of the new behavior to those of the competing behavior. It should give you insight into how you must compete if you are going to win the minds and hearts of your audience.

The Competitive Analysis Tool

	New action	Competing behavior
Barriers		
Benefits		

Under "New action" list the benefits for your target audience of engaging in a specific action, as well as the barriers that stand in the way.
Under "Competing behavior" list the benefits and barriers of the competitive behaviors – those actions the target audience does instead of the target behavior. Look in each box for opportunities. How could you make your benefits bigger or their benefits smaller? How could you make their barriers larger and your barriers smaller?

Moving from Determinants to Program Activities

Using your research and the analysis of your audience, the last step is to link the three or four priority determinants, as well as the benefits and barriers to interventions, or program activities. This linking requires a bit of science and creativity. You must answer the question: Can these determinants be changed and, if so, can my program activities help these changes?

Some determinants may not be easily changed, and you may decide to put your program efforts (and resources) into those that can more easily be affected. Use the strengths of program activities to guide the matching. For example, mass media can reach more of your audience and is a better way to promote social norms or attitudes. Workshops and one-on-one interventions can more effectively instill skills and self-efficacy.

When matching program activities to determinants, also ask yourself:

- How can we promote the benefits?
- How can we minimize the barriers?
- Are there certain activities that are better suited to subsegments of my target audience?

The Next Step

Once you have an idea of the determinants that make a difference, you have to consider how you might change those determinants. This could be advertising. It could be a policy change. It could involve making a product more easily available – such as making a helmet available to every child or putting a seat belt in every taxi. It could be changing the look of the product, for example, making a better-looking helmet. These actions are called your "tactics" or "interventions" – the subject of Chapter 4.

4.

Designing an Intervention

From Strategy to Tactics
Executing Tactics
Advertising
Public Relations
Outreach

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4. Designing an Intervention

From Strategy to Tactics

Thus far, your work has centered on listening, researching, and analyzing what you learn. In the final step of the planning process, you must apply what you have learned when designing a specific intervention. Early on, we warned against jumping right to an intervention – to begin, for example, by designing a brochure. First, you needed to know something about the determinants of the behavior. Now you do. So where do you go next? Presented below are three steps you can try.

Consider what others have done.

You presumably know at this point what helps to determine your new behavior. Try looking at what other marketers – social and commercial – do when facing a similar problem. There is an analogy here to medicine: A doctor examines a patient and makes a diagnosis. The physician's next step could be writing a prescription, suggesting rest, or all sorts of other possibilities. These recommendations are based on the doctor's medical experience as well as on those of his colleagues and research conducted by other people. You can learn from the experiences of others as well. You've made a diagnosis – say, you know some people don't wear helmets because they think they look silly. Research findings on helmets may be unavailable, but maybe someone has worked on a similar issue, where people thought the product looked silly. Maybe they were successful when they launched a campaign to change social norms. If so, you have the option of using that experience to help shape your intervention.

Brainstorm

Go back to your research. List all of the ways the key determinants you identified could be affected. Go through the list and find something your program might be able to do. At this stage, you may want to bring some strategic partners to the table, such as gatekeepers, a social marketing firm, ad agency, or public relations firm. Sometimes, government agencies, such as the Centers for Disease Control and Prevention, will solicit proposals from creative firms, asking how they would suggest approaching this problem.

Try intervening on several fronts

Maybe you come up with one really good idea – for example, an advertising campaign to make helmet-wearing more socially desirable. Don't stop there. Think of other ways to make this concept even more powerful. Perhaps you could partner with helmet manufacturers (cause-marketing) and motorcycle clubs (outreach). Maybe you could also include a free media placement effort (public relations). Programs are more successful if they reach people in a variety of reinforcing ways.

Executing Tactics

The next step is execution – actually creating and putting in place an advertising campaign, outreach effort, or whatever other intervention you decide to pursue. Later in this chapter, we will address some of the logistic steps taken in three common approaches – advertising, public relations, and outreach.

But first, we want to cover some of the key issues to consider in executing any tactic. In the earlier chapter, we listed four key questions to make your tactics more powerful. To review, these questions are as follows:

- What is the best time and place to reach our audience so that they are the most disposed to receiving the intervention? (aperture)
- How often and from whom does the intervention have to be received if it is to work? (exposure)
- How can I integrate a variety of interventions to act over time in a coordinated manner to influence the behavior? (integration)
- Do I have the resources alone to carry out this strategy and if not, where can I find useful partners? (affordability)

Now let's consider how to use the answers.

Aperture

View your activities from the point of view of people in your audience. When will they feel open to receiving your activity or message? People don't want to hear about breast cancer when they are watching the Super Bowl. They are not disposed to changing their thinking from rooting for a team to considering how breast cancer might affect either them or their spouses. It is a bad aperture for a media message on breast cancer. Buying a new car is a great aperture moment for discussing car seats for newborns, or small children. People are thinking about cars, they are predisposed to think about important accessories. How many car salespeople ask about car seats when they sell a car to young couples? This is a great aperture moment.

Exposure

Exposure is how many times and how large an audience is exposed to your interventions. Exposure is usually thought of as a mass media variable called *reach and frequency*. How many times does someone have to see a television spot to be influenced by it? For example, when marketers talk about "rating points," they mean the percentage of the target audience reached (reach) multiplied by the number of times they will see the message (frequency). But exposure also encompasses nonmass media interventions. Think for a moment about face-to-face training. One-day training may not be enough to influence behavior. Yet too often we design training according to the time participants and trainers have available rather than the time needed for the behavior change to take place. This approach could lead to costly and disappointing results.

Integration

Interventions are more effective when they integrate various tactics (mass media, face-to-face, print, etc.) within a single coherent focus. Your program will have a greater effect if your audience gets the same message from many different credible sources. The articulate orchestration of events, media, press, and print are critical to success.

Affordability

As your strategy develops you should constantly check your decision against your resources. It is futile to create a monster that is impossible to implement. Resources include more than just money. Some intervention tactics, such as media advocacy or media buying, require considerable talent and experience. One way to make intervention more affordable is to share the cost. Look for partners who are able to donate resources or provide additional funding. Partnerships are valuable in that they often improve credibility by getting respected organizations involved. They also open up new distribution networks and bring with them new creativity and experience.

Possible Interventions

Information and referral
Information and referral hotline
Counseling hotline
Clearinghouse

Small-group interventions
Peer or nonpeer led
Community, school, and work settings
Single session or multiple sessions over a number of weeks
Lectures
Panel discussions
Testimonials from peers/survivors
Video presentations
Live theater
Events (such as health fairs)

One-on-one interventions
Peer or nonpeer led
Street outreach
Crowd or clique-based outreach
Event-based outreach
Counseling and referral
Other one-on-one interventions offered in community centers, alcohol treatment programs, or other settings

Product accessibility
Free distribution
Price supports
More/different distribution outlets
More/different brands

Community mobilization
Endorsements/testimonials/ involvement by opinion leaders
Coalition building

Mass media and "small" media
Paid advertising in various media outlets
PSAs in various media outlets
Media relations
Print materials such as pamphlets, instruction sheets, and posters

Policy/regulation
Policies affecting use
Enforcement

Advertising

To many people, marketing is just advertising. Advertising is everywhere and easy to recognize. But you know that advertising is just a tool to convey a message; marketing is much more than that. And the power of advertising is real–if you don't forget everything we talked about in the first three chapters.

So how do you create advertising? Quite simply, at NHTSA, you typically hire an advertising or social marketing firm. The firm will help you create campaign materials and distribute those materials, possibly by purchasing time on mass media outlets, such as radio or television, or by buying space in publications, on the World Wide Web or some other place. Some firms are instrumental in helping you to design your strategy. But remember this about most advertising firms: Their core business is to produce "creative" – 30-second television spots and the like–and to buy media time. They are often adept at this, but they may not consider the complete strategy and background research. That type of thinking is your responsibility. They can also develop very creative and memorable scripts or products that may *not* fit with your overall strategy. It is your responsibility, therefore, to keep their work "on strategy."

Hiring an advertising agency

The bidding and contractual logistics of hiring and contracting an advertising agency are not covered in this resource book. That is a subject for your contract office. What we can address are some basics about how the industry works. First, it is important to understand what an agency offers. Most midsize agencies offer the following core services:

Creative
The creation of the specific advertising products, from TV spots to logos to billboards constitutes the "creative" services. A copywriter and art director will usually develop the concept in house. Then, the agency will often subcontract with others, such as TV producers or outdoor advertising companies, to help produce and place the product.

Production
Agencies also often have their own in-house production people who help them produce products and manage the outsiders who help them produce products.

Account planning
Many ad agencies also have their own stable of in-house experts who conduct and analyze market research, then help develop an overall strategy.

Account service
All ad agencies work with clients (that's you). They have specialists who are responsible for the "client side," keeping you happy and managing the work that the agency is doing on your behalf.

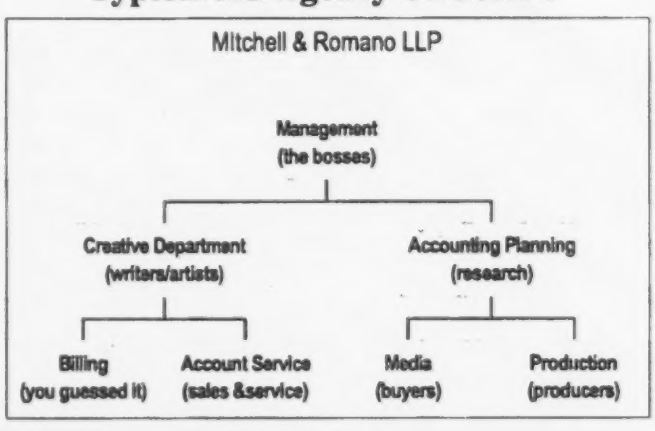
Media buying
Most ad agencies can also buy media time or space on your behalf. They keep pace with the going rates for television and radio time, newspaper and magazine space, outdoor advertising rates, and other opportunities to place your message before your audience.

NHTSA, like most government organizations, does not usually buy media but uses public service announcements or PSAs (which are described on page 38). Your ad agency can help you to determine when is the best time to distribute your PSAs and what media venues are most likely to give your message significant placement or air-time.

Second, it is important to know how advertising agencies make money. Most agencies are paid through one or more of the following compensation arrangements:

- A percentage of the media buy
- An hourly rate for labor with a "multiplier" to underwrite overhead, plus direct reimbursement of other costs (such as production costs and the media buy)
- Compensation related to outcomes (for example, a fee for every unit of product sold).

Typical Ad Agency Structure



The government rarely attempts to compensate agencies based on results, though this is increasingly being done in the private sector. In Florida, however, the state health department negotiated one of the few government-funded, performance-based advertising contracts in existence. With the help of a compensation consultant, the state linked the agency's multiplier (that is, the number by which the hourly labor rates are multiplied) to the results of the state antitobacco campaign on which the agency worked. One issue you may want to consider is whether your ad agency would be better focused on your outcomes if it were part of their compensation.

Finally, remember that ad agencies are in the business of making things flashy and inviting. That's important. But even an entertaining spot won't be effective if it is "off strategy"–that is, if it doesn't address the behavioral determinants for your audience to perform a specific behavior. You cannot forget that when an ad agency pitches its approach. Part of your job is to evaluate whether an advertising approach–no matter how funny or interesting it may be–fits with your strategy.

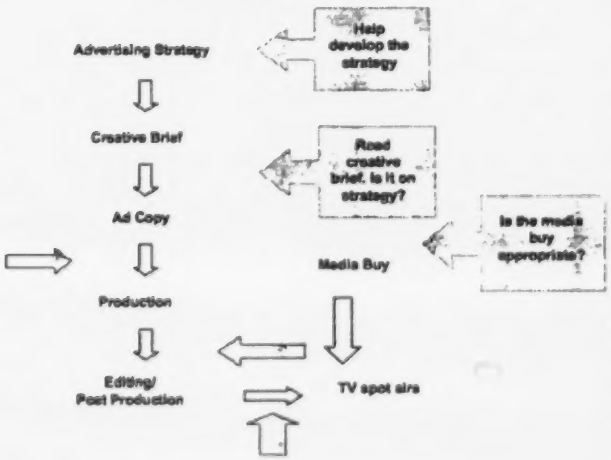
One simple way to remember all of this is to ask four key questions about each advertising agency or social marketing firm making a pitch:

- Are they listening – to you, to the audience, to the research?
- Are they strategic? Do they have a clear idea about how their plan will change the behavior, not just look cute or get people interested in the topic? Remember, this is marketing, not education. You bottom line isn't about what members of the audience know. It is about what they do.
- Can they pull it off? Do they, or one of their partners, have the ability to produce breakthrough, memorable creative and manage whatever media buys you might have planned?
- How do their goals fit with yours? Everybody will say they care about traffic safety, whether they really do or not. What you want to figure out is what really turns these people on. Winning awards for funny TV spots? Showing everyone how wacky advertising can be? Actually changing a behavior? None of these are necessarily bad. But these motivations will be instrumental in determining what type of advertising you get.

Managing an advertising agency

Once you secure a strong social marketing firm or advertising agency, you cannot just let them go on their way. It is your job to fit their work into an overall marketing strategy, and ensure their work is "on-strategy" and effective.

Creating a TV Spot



Numerous opportunities exist to check in, but the first one is the most critical. Before any work begins, you should start talking with them about the key questions in the BEHAVE framework or whatever framework you decide to use. You can do this by following the steps in the next chapter, "Creating a Marketing Plan." By doing this together with your

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contractor, you can decide jointly on issues such as where you may need more research or what determinants you may need to target.

Once you have worked with your contractor to establish a shared strategy, it is your job to monitor what that individual is producing and ensure that the work fits that strategy. (Advertising agencies especially are notorious for going off-strategy). How do you keep them on-strategy? Agree with an agency on "decision points" where you can check in to ensure everything is on track. For example, you would probably want to see the moderator's guide before you attended a focus group. That way you can ensure that the key issues are covered.

You also want to monitor the creation of advertising products, especially more costly and complicated ones, such as television and radio spots. There are a number of points where advertising clients can check on these types of products. These are a bit different depending on the product and your time constraints. In any case, to give you a general idea of what is possible, below are some check-in points for a television spot, one of the more complicated and costly products an advertising agency can produce and place.

Read the creative brief.
Assuming you have been involved in developing a marketing strategy already, the first thing you might want to see when overseeing the production of a television spot is the creative brief. This is the document that tells the agency's writer and artists – the people who create the script – what you want. The creative brief will translate your strategy into direct instructions for the creative team.

Read the script.
Some marketers leave the creative brief as an internal function of the ad agency, but almost all agencies ask their client to review a script before they produce a spot.

Attend pretesting focus groups or interviews.
At this stage, drawings of scenes (called storyboards) and the script can be presented to members of your target audience to get their reaction. You can observe the pretesting to be sure that the audience understands the message and finds the execution relevant and appealing. If you are unable to attend the testing, read the transcripts or report of the findings. You may wish to pretest again after production, if the script changes much from the storyboard stage.

Attend or listen in to the preproduction meeting.
Shortly before a shoot, there is a preproduction meeting where the agency's creative staff meet with the people who will actually be producing the spot. They talk about locations, wardrobe, talent, and other production issues. Most of these decisions are probably best left to the agency and the production crew (that expertise, after all, is why you hired them), but occasionally issues arise that you

may want to address. Maybe, for example, you would raise an objection if they are planning something you think might offend the audience.

View the first cut.
After shooting and some editing, the agency can show you a rough cut of the production.

Types of advertising

Public service announcements
A public service announcement, or PSA, is a TV or radio message that serves a useful public interest and is aired without charge by a station. Stations are required to run a certain percentage of PSAs and they are bombarded by requests from many causes. When they run the spot – often during the day or the middle of the night – is up to the broadcaster. After all, you are not paying them to place the spot. This is one of the downsides of using PSAs – you can't control how often they run or when they run. Therefore, it is hard to know if your target audience will ever see or hear the PSA.

How do I run a PSA?

You can produce your own PSA or you can provide a script for the station's own on-air talent to read. Some PSAs (including some made for NHTSA) are distributed through the Ad Council. Generally, radio and television stations will not allow paid spots to be used as PSAs.

Paid spots
These are television or radio commercials that you pay a fee to get on the air. The advertising agency or media buyer negotiates this charge. Because you are paying to air the commercial, you can decide when and where it runs. Typically, an ad agency will recommend a certain reach (the percentage of your target audience to see your spot) and frequency (the number of times the audience will see your ad) or "total rating points," which is the reach multiplied by the frequency. They may also ask you to decide what general time of day to air different portions of the buy (for example, you may want 30 percent of the buy to air during prime time). Then the agency and the station will negotiate exactly when and where the commercial will appear.

Print ads
Print ads are ads written and designed by the ad firm, then placed for a fee in newspapers, magazines, or outdoor space. Again, the ad firm will negotiate the fees, based on number of times it will run, time of year, size of the space, and so forth.

Public Relations

Public relations can be viewed in many ways. One author calls it an aspect of promotion that fosters "goodwill between a company and its various audiences.[1]" Another says it is about creating a "favorable image.[2]" For our purposes, we will consider public relations as a tactic used in social marketing, one that focuses on generating attention in the media, creating publicity events and helping to build coalitions. The goal of public relations in social marketing is not necessarily a "favorable image" or "goodwill." It is carrying out the discipline's tactics to affect behavioral determinants.

Or, to put it more simply, social marketers use PR just like advertising – to persuade an audience to perceive a behavior differently.

Usually, public relations is about getting the media to cover the issue at hand and do it from a certain perspective. The shorthand for this kind of attention is "earned media" (as opposed to "media buys" performed by advertising agencies). But public relations can also mean generating publicity in other ways, such as building coalitions and other partnerships to ensure that your issue is included in other efforts.

At NHTSA, some public relations, especially that about the agency itself, is handled in-house. But some efforts include a public relations contractor hired to help NHTSA change behavior. When it comes to public relations, a contractor can:

- *Help you design your overall strategy.* Though you are always the final word on strategy, firms with social marketing expertise can help you look at your entire strategy and determine where public relations activities fit.
- *Provide advice and counsel.* Firms that are familiar with the media can help you manage reporters and editors. They may know when media outlets are most likely to open to your story, what type of angle will win attention and what other issues are competing for the same type of media attention.
- *Track journalists and create press lists.* A key tool for media relations is an up-to-date press list. A press list contains the names of and key information for all the journalists you would like to reach. Most large PR agencies have many of these lists as well as continuing relationships with journalists. A contractor can also research who has written about your issue in the past.
- *Write press releases.* A press release is a written statement sent to media representatives to announce newsworthy developments. To get attention, a press release must be timely and address an important concern of the audience that publication or program targets. A principal question that a press release must answer is: What's in it for the press? Why would anyone want to know this? Use your social marketing skills to sell your issue to the media.
- *Create a press kit.* If you have several related stories to tell that can benefit from the addition of collateral information such as a brochure, a fact sheet and

[1] Shimp, Terrence A. *Promotion Management and Marketing Communications* (1989)
[2] Skinner, Stephen J. *Marketing* (1990)

photos, then a press kit or press packet may be warranted. A press kit (also called a media kit, press packet, or information kit) is most effective when its contents offer an appropriate amount of unduplicated information.

- *Write a pitch letter.* A pitch letter is a longer, more detailed written statement, asking the journalist to generate an in-depth news story or feature. A pitch letter asks for news coverage by providing the media with a valid story idea based on current issues, trends and other noteworthy topics that emanate from your organization. It often accompanies a press kit, which gives the journalist all the background information he or she needs to write an in-depth story.
- *Make pitch calls.* Often public relations companies call journalists after they have received your press release or press kit. This short call encourages the journalist to use the story idea and follows up by offering any additional information he or she may need.
- *Write letters to the editor and op-ed articles.* Writing a letter to the editor of your local newspaper or TV station is a great way to draw attention to an important issue, respond to criticism, correct false information or recognize community support for an event or issue related to your campaign. An op-ed article is a lengthier guest editorial piece written and submitted to a local newspaper. It appears opposite the editorial page of local, state, and national newspapers and are extremely powerful and economical tools for educating large numbers about your campaign. A contractor can draft these materials for you to sign and can send them on your behalf. Often, a more powerful technique is to ask local supporters to sign the letters for their local media outlet.
- *Set up press conferences.* A press conference invites journalists (including TV and radio channels) to come to an oral briefing with time for questions and answers. Press conferences are most successful for very up-to-date, newsworthy events. Holding a press conference requires substantial effort and expense. Often, press conferences about safety are overshadowed by those held for political or other high-priority events, such as a crime. In these days of teleconferencing and satellite conferencing, you may be able to save resources and ensure more participation by journalists with new methods of communication.
- *Media training.* If your program requires a spokesperson to be available to the media, ask for media training on how to interact with the media. These skills will ensure that your message is heard and is viewed as credible. Again, you may wish to enlist other supporters (from local areas or partner organizations) to become spokespeople for your issue.
- *Social marketing training.* Marketing campaigns are more effective if those executing the tactics understand better what they are doing. This type of understanding can be provided by your public relations contractor. Firms with an expertise in social marketing can provide your partners with training and technical assistance so they can make more strategic decisions.
- *Create publicity-generating events.* Various events, from roundtable conferences to rock concerts, can generate publicity and excitement for your effort. These events can also be used to recruit or educate "influentials" –

people to whom your target audience listens – so they can become spokespeople for your effort. These are often designed by public relations firms, in collaboration with an event planner.

- *Creating collateral material.* Public relations contractors can create a host of collateral materials, such as brochures and posters, for use in a social marketing campaign. In fact, public relations overlaps some with what most advertising agencies do. As a rule of thumb, major advertising products, such as television spots and magazine ads, are probably best prepared by advertising agencies. Smaller products, such as brochures, as well as those aimed at the media fall more into the realm of public relations.

All in all, public relations is much like advertising. When hiring a public relations contractor, you should consider many of the same issues you would examine for an advertising agency. (See "Hiring an advertising agency" above). These are disciplines that create specific creative products designed to gain the attention of your target audience. They provide you with ways to reach your audience, so that you can affect the factors that determine behavior.

Partnerships

NHTSA is not the only one talking to any of its audiences. Thousands of companies and organizations are trying to reach the same people, recruiting them as customers, members, or supporters. By developing an alliance with certain groups, NHTSA can more effectively reach certain populations. Once again, this is a tactic – a means to an end, not the end in itself. Your strategy may include creating an alliance with an outside group as one way to reach or persuade an audience. This group may provide access to an audience or may carry more credibility with the audience. The important issue is to ensure this effort is linked with a behavioral outcome, the bottom line of NHTSA's ledger.

Outreach programs can:

- Extend the reach of program messages.
- Increase the credibility of a program.
- Access audiences you don't have the capacity to reach.
- Expand limited resources.
- Promote policy change.

Different types of outreach models exist that can be used for supporting a program. These include coalitions, networks, and advisory boards. All of these models are designed to involve a group of key organizations and groups in your program implementation. They can offer:

- Methods for communicating with your target audience
- Assistance in tackling barriers to change and offering unique benefits to the target audience
- Potentially sustainable sources of program support for messages and actions
- Help in changing policies.

Some national programs that used outreach to create partnerships include:

The Healthy Mothers/Healthy Babies Coalition - This ten year-old program includes government, professional, voluntary, and state groups. It was started to develop a "critical mass" of groups involved in maternal and child health issues. The coalition now supports a range of issues, training, materials, and technical assistance.

The Prevention Marketing Initiative – PMI was a community-based pilot effort to establish and support HIV prevention programs around the country during the early 1990s. The Centers for Disease Control and Prevention relied on community-based coalitions to recommend and implement behavior change programs in their communities. These programs reflected the unique features of the communities and garnered support and participation of key community groups.

The Office of Drug Control Policy Media Program - the Administration's current drug use prevention media program targets kids and their parents. The campaign goes beyond television and radio advertising to involving organizations and groups involved with the Web, schools, churches, workplaces, and leisure settings. Its behavior change strategy is designed to create opportunities for people to adopt campaign messages into their daily lives and extend them into their communities. The campaign is also undertaking tailored programs and outreach to resonate with diverse populations.

So how do you develop an effective partnership? The answer could be a book in itself. But one starting point is provided in the Social Marketing Tools section of this guide. (Partnership Building Tool, pages 65-66). First, you must determine which NHTSA behavioral goal you are trying to further. Then, you need to gauge how well matched the potential partner is to NHTSA and how this partnership will further one of the *partner's* core business goals. If there is little incentive for the partner, the organization is unlikely to offer significant sustained support. Finally, you should jointly create a long-term plan with the partner.

As with other aspects of social marketing, outreach efforts should be audience oriented – in this case, considering everything from your partner's perspective. Always ask yourself: "What's in it for them?"

Next Steps

Whichever tactics you select, design them to further your strategy. And include in your design feedback mechanisms to ensure that your strategic goals are being met. Continually review and revise your tactics as you get feedback. Remember that the basic tenet of social marketing is to see everything from your audience's point of view. Make every effort to ensure that your tactics are continually responding to the concerns of your audience.

5.

Creating a Marketing Plan

The Marketing Process
The Strategy Statement
The BEHAVE-based Marketing Plan

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5. Creating a Marketing Plan

The Marketing Process

You need to map out *how* your marketing strategy is supposed to affect behavior.

Where to start? In the perfect world (from a marketer's point of view) – that is, one where the marketer gets to make *all* of the decisions – you would start the marketing process at the very beginning. You would be given only a goal. Your assignment would be the bottom line – the social benefit your agency is targeting. For example, in this pie-in-the-sky scenario, you would be asked to reduce highway fatalities. How? That would be up to you. *You* could determine which behaviors – driving sober, slowing down, wearing a seat belt – would make the biggest difference and are the easiest to change. Then, *you* would decide what perceptions motivate those behaviors and what interventions might drive a change in behavior.

That is the way it could be. But that is not the way it typically works. Often, NHTSA marketing assignments – like most in government – come with strings attached. You are told what audience to reach, what action to target or, at times, what type of intervention to pursue. You may not have the freedom to say: "Hey, this doesn't make sense. Maybe we would save more lives if we targeted a different group or focused on a different action." In reality, those decisions may have already been made.

Yet, you should still start in the same place – at the beginning of the marketing process. You should not develop a product before you understand *how* the product might help you reach your ultimate goal: behavior change. The marketing process outlined in this chapter will help you understand why, or if, a certain message, product, or other intervention will be effective. That is why you need to go through each step of the marketing process, even if some of the decision process has been completed.

An early and critical step in this process – perhaps the most critical – is creating the marketing plan, the outline you create to describe how you plan to change a behavior. A marketing plan should be your manifesto. It should tell you where you are and where you hope to go. It should lay out a strategy for changing a specific behavior, hopefully one based on research. The plan also should include the theory behind your approach and your tactics for making it happen. In short, a marketing plan outlines how you expect your intervention to make a difference

and shows what steps you plan to take to get there. It is a recipe for you to follow–and adjust–as you develop and implement a marketing campaign.

It is where you begin–and where you keep going back. As soon as you are asked to design, lead, or even help on a marketing campaign, you should begin creating a marketing plan (or familiarize yourself with one, if one already exists).

This chapter will take you, step by step, through the marketing process, from the creation of the marketing plan to the final product, whether it is advertising, public relations, an outreach campaign, or some other intervention. This is where you start.

The Strategy Statement

The strategy statement ought to fit easily on one page. Often a god strategy statement fits in a paragraph or even a single sentence. Two formats are illustrated below. The first is the BEHAVE framework that we have been using all along. The strategy statement becomes the answers to each one of the four boxes that have been outlined.

> In order to help (A)_____, to do (B) _____
> _____ this program will focus on (C)_____,
> using the following interventions (D)_____.

For example: To help (A) *men between the ages of 16 and 20 who drive a motor vehicle* to (B*) put their seat belt on before they put the vehicle in gear*, this program will focus on (C) *the perceived social norms associated with macho men and cues to action*, using the following interventions (D):

- A race car driver collectible dashboard ornament made available at service stations with a message about "wimps don't buckle up until its too late"
- Ornaments designed to look expensive, different ornaments for race cars and drivers
- A media campaign to promote collecting your favorite ornament
- Promotion contest makes prizes available to every 5,000.

The second approach to writing a strategy statement is very similar, but lays out the information in a slightly different way:

Problem statement:	What am I trying to accomplish
Objective:	The action I want to influence
Audience:	The group I want to perform the action
Key benefit:	What members of the audience will derive from the program that they want

Support: What tactics I will use to ensure that they believe me

Taking the same example as above, this strategy statement would look as follows:

- I am trying to reduce deaths due to motor vehicle crashes.
- I want men aged 16 to 20 who do not now use their seat belts, to buckle up before putting their vehicle in gear.
- The key benefit I am going to offer them is the sense that this is what serious, macho men do these days.
- I am going to use gas stations to deliver a message from high-risk drivers to deliver a message "wimps don't buckle up until its too late," a simple cue to action (a valuable dashboard ornament), and a sweepstakes promotion.

Either format works, you may want to develop one for yourself that meets your own needs.

The BEHAVE-based Marketing Plan

There are many ways to create a marketing plan. But regardless of what approach you take, the key to any marketing plan is the same: Ensuring that your product or intervention, whether it is a radio spot or a community forum, is part of a larger *strategy*. The strategy of your campaign is a brief, overarching description of how you plan to change behavior. Your messages, products, and interventions are all *tactics* that should be part of this strategy. Often, marketers will ask themselves if a particular tactic – say the message in a TV spot – is "on strategy." What they want to know is whether the message in question furthers your overall plan to change behavior. Your marketing plan should be the place you go to find out the answer. That's because your strategy will be developed as part of this process and become the core of your marketing plan.

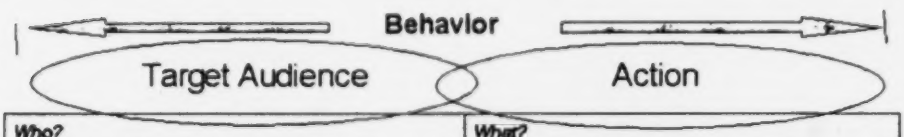
In this guide, we will describe one way to develop a marketing plan, a method based on AED's BEHAVE framework, which was described in Chapter 1. Here's how it works:

Step 1: Name your bottom line. What is the expected social benefit of your program? Are there supposed to be fewer highway fatalities? Fewer injuries? Think about what is behind the effort. What do those funding the program – or at least those who will be judging its success – want to see? This should be something simple and measurable, preferably the measure your boss, the administration or Congress plans to use. For example, while fewer fatalities may be a result of a seat belt campaign, your success may be measured as the percentage of drivers and passengers who wear seat belts. Use that measure as your bottom line. Even if it isn't the ultimate benefit to society, it is how your work will be judged. By clearly stating this goal, you can ensure your marketing program will be designed with this purpose in mind.

Step 2: Name the behavior you want to change. A behavior is a specific action taken by a specific audience under a specific set of circumstances. This new behavior will lead to the goal you stated in Step 1, above. For example, one behavior could be mothers placing their infants in car seats. Another behavior could be fathers ensuring that their teenagers are wearing seat belts. While both actions could be described as ensuring that your children are wearing restraints, the two behaviors are quite different. The mother, for instance, doesn't need to convince her infant to get in the car seat; she just places him or her there. The father, on the other hand, will need to ask his teenagers to put on the seat belts themselves. To ensure that you are being specific enough, consider the factors listed in the figure below. You can also use the worksheet at the end of this chapter (page 49-52).

Step 3: Develop a strategy. Now, it's time to figure out what you might do to change this behavior. In this step, you should conduct your formative research, analyze the results, ascertain the determinants of behavior – including the barriers or benefits of a behavior – that are important, and then write a summary of how your interventions will affect the key determinants. This summary – your strategy – should be iterated in three or four easy-to-remember bullet points. Or better yet, you should narrow the strategy to a single declarative sentence, if possible. Use this shorthand to ensure that your tactics (to be developed next) are "on strategy."

AED · Behavior Definition: How to define a behavior



Who? A specific target audience	*What?* A specific action under a specific set of circumstances
A segment of the audience. Key issues: • Coherence: What holds this group together? Similar risks, wants, needs, behaviors, demographics, etc.? • Potential Impact: Is this segment big enough to make a difference in your bottom line.	What do you want the audience to do? And under what circumstances? Key Issues: An individual action: Must be a specific action taken by members of the audience Self Determined: Must be something under their control (i.e., can they do it?) Condition: Must take into account the condition under which this would take place.

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To help you do this, use the BEHAVE framework worksheet, provided on page 53 of this guide. Also, consult Chapter 3, "From Determinants to Strategies," for a step-by-step approach to getting this done. This strategy, along with your BEHAVE worksheet and your written plans for steps four through seven below, are what constitute your written "marketing plan."

Step 4: Determine your tactics. You have figured out *what* you want to do, now you want to consider *how* you are going to do it. This is when you determine and develop the tactics of your marketing campaign – products such as TV spots or brochures and other interventions, such as partnership agreements or outreach efforts. Each of these tactics must be more than entertaining or informative; they must be based on your research and further your strategy. How do you do this? The answers are spelled out in Chapter 4 of this guide, "Designing an Intervention."

Step 5: Pretesting. When you create advertising as part of your intervention, you want to ensure that the materials are effective – and that they don't have some unintended consequence, such as having people drive faster because they feel so safe in their seat belts. So, you should "pretest" your advertising – that is, show some samples to people and ask them about their impression.

Step 6: Implement. Now, it's time to carry out your plans. Using what you learned from the pretest, alter your marketing plan, then start carrying it out. One thing to remember: Don't forget to consider how the campaign will be evaluated. Ensure that plan is in place and ready to go before you implement the intervention.

Step 7: Evaluate. You need to know whether your marketing plan is working. Maybe parts of your plan are effective; other parts are not. An evaluation of the program should be designed *before* it is launched. This evaluation should relate back to the social benefit listed in Step 1 of the process. In the best campaign, certain parts of the evaluation are continuous and can be measured regularly (daily, weekly, monthly, as often as possible), so that the campaign can be tweaked as it moves forward.

Step 8: Refine the campaign. Use the results of your evaluation to make changes in the campaign. Set aside a certain time to re-evaluate what you're doing. Even if the results are good, nothing is perfect. You can make your campaign stronger. Before you launch the campaign, set the date for this re-evaluation, based on your evaluation schedule, so that you don't miss an opportunity to revisit a campaign and make it better.

On the next two pages are a worksheet and explanation of how to create and implement a marketing plan, followed by a worksheet for defining a behavior page 54-55.) At the end of this chapter is a marketing plan worksheet that you can copy and fill out and then modify as your campaign develops.

BEHAVE Framework Marketing Plan AED

Step 1: Needs	What is the social benefit? Why is the program being developed?			
	← The Behavior → Audience Action	Perceptions	Interventions	***Product***
Step 2: Outcomes	Define the audience (primary and secondary) and the actions you want each audience to take.			1-page description of each audience and action using existing research. Pose questions you need to know next.
Step 3: Strategies	Conduct formative audience research	Based on research, determine key perceptions (barriers, benefits, etc.). Define the potential change (e.g. Make helmets seem fashionable)	Chose the specific strategies to make that happen. (e.g. Associate helmets with coolness)	A logical, research-based written strategy that can be summarized in three or four brief bullet points. Suggest tactics. (See below)
Step 4: Tactics	Review audience research.	Review perceptions.	Chose tactics. (e.g. Get sexy TV stars to wear helmets). Create materials.	Materials for audience (TV spots, posters, brochures, stickers, earned media placement, etc.)
Step 5: Pretest	Gather audience in focus groups, one-on-one, etc.	Test impact on perceptions	Test materials	Research report

Step 6: Implement	Possible ongoing research of audience awareness, attitudes and actions to determine the effect of the interventions.	Ongoing measures of perception, including appeal	Initiate program (reproduce and disseminate materials, buy media, etc)	Program materials
Step 7: Evaluate	Assess actions (are you changing the behavior)	Assess awareness, attitudes (precursors to behavior change)	Assess dissemination effectiveness	Research report
Step 8: Refine Program *Question Everything*	Are you in touch with audience? Did you pick the right audience? Is the audience changing?	Have you chosen the right barrier and benefits? Are attitudes changing? Are there unintended consequences?	Is you message getting through? (e.g. Is the creative "breaking through"?)	List of recommendations for the next stage of the program

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BEHAVE Framework Marketing Plan

AED

Step 1: Needs				
	The Behavior ⇦ Audience Action ⇨	Perceptions	Interventions	***Product***
Step 2: Outcomes				
Step 3: Strategies				
Step 4: Tactics				

Step 5: Pretest				
Step 6: Implement				
Step 7: Evaluate				
Step 8: Refine Program *Question Everything*				

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6.

Social Marketing Tools

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BEHAVE Framework

TARGET AUDIENCE	ACTION	DETERMINANTS	ACTIVITIES
In order to help:	*to:*	*we will focus on:*	*through:*
A specific target audience	Take a specific, observable action under certain conditions	What determines that action	Activities aimed at the behavioral determinants
Who?	What?	Why?	How?
1	2	3	4
Know exactly who your ***audience*** is and look at everything from their point of view.	Your bottom line: the audience's ***action*** is what counts.	People take action when it ***benefits*** them. ***Barriers*** keep them from acting.	All your ***activities*** should maximize the benefits and minimize the barriers that matter to the target audience.

Base decisions on ***evidence*** and keep checking in.

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BEHAVE Framework

Behavior

TARGET AUDIENCE

Who?

A specific target audience

A segment of the audience.

Key Issues:

- **Coherence:** What holds this group together? Similar risks, wants, needs, behaviors, demographics, etc.?
- **Potential Impact:** Is this segment big enough to make a difference in your bottom line?

Base decisions on ***evidence*** and keep checking in.

ACTION

What?

Take a specific, observable action under certain conditions

What do you want the audience to do? And under what circumstances.

Key Issues:

- **An individual action:** Must be a specific action taken by members of the audience.
- **Self Determined:** Must be something under their control (I.e., can they do it?)
- **Condition:** Must take into account the condition under which this would take place.

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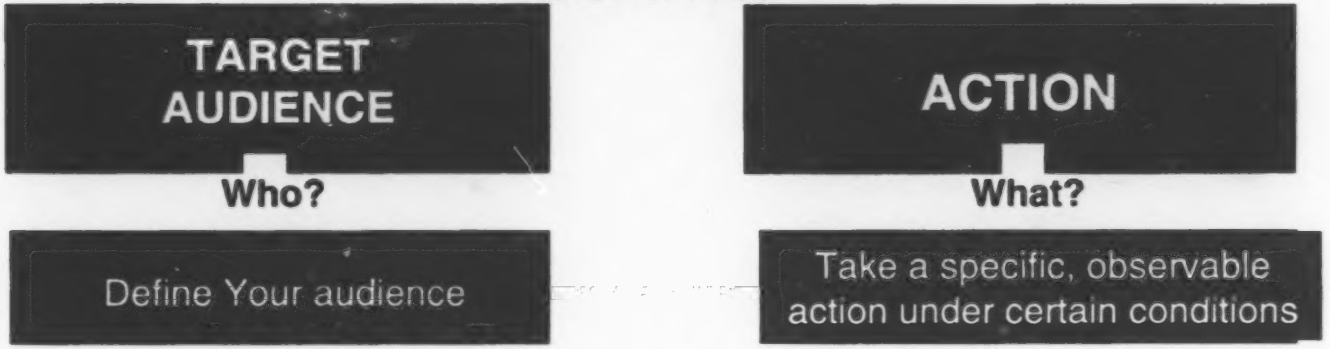
BEHAVE Framework: Defining Behavior

Behavior



Target Audience

Checklist:

- Is this really a coherent group?
- Is this segment big enough to make a difference in your bottom line?

Action

Checklist:

- Is this an action that can be taken by an individual in the target group?
- Is this under the person's control?
- Do you specify the conditions?

Base decisions on ***evidence*** and keep checking in.

Segmenting the Audience

Target Audience

Who? A specific target audience

In order to help:

_____
_____
_____
_____
_____
_____
_____

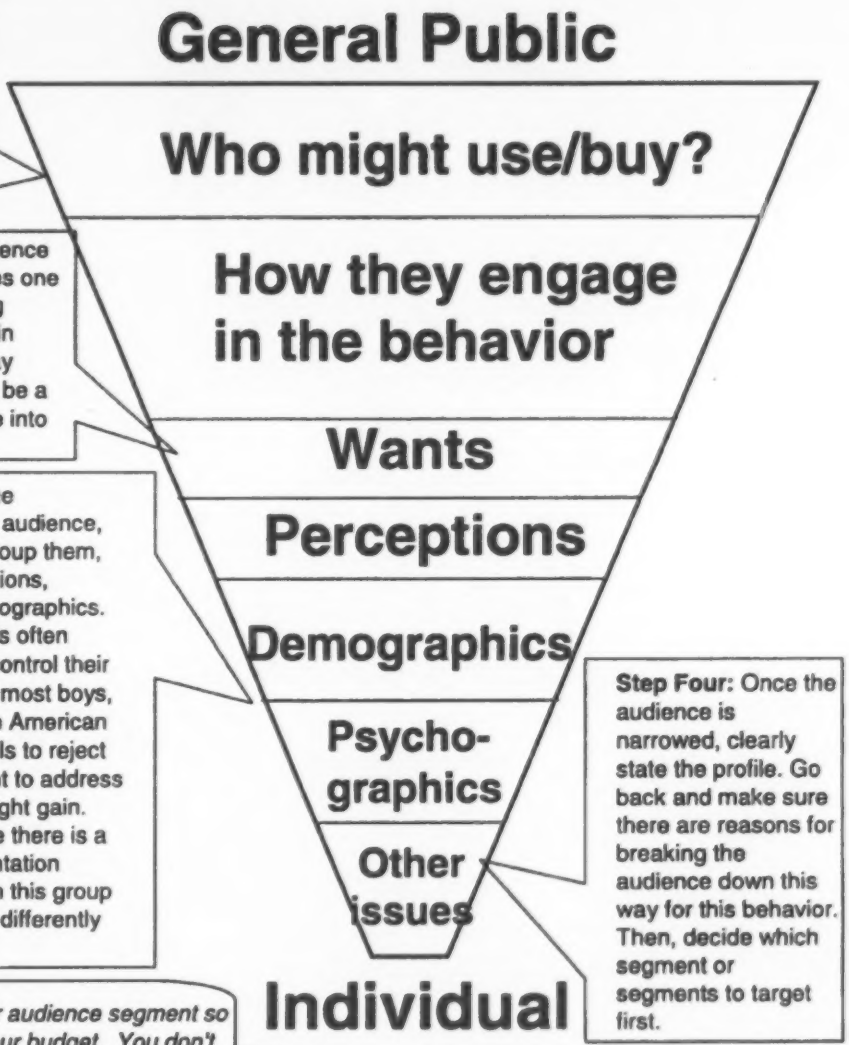
HOW TO SEGMENT: You can't speak to everybody. Different people respond to different messages. To narrow your target audience, consider some of the factors to the right. Slice your audience into "segments." The idea is to narrow the audience into a distinct group, but one still big enough to significantly further your ultimate goal (the social benefit). Then you can talk right to that segment of the audience. Often marketers will start by working on the easiest segment first--those you think you can win over--then move on to those more difficult to change.

Step One: First consider who might be persuaded to do the behavior. No need to target women to be examined for prostrate cancer. Also, think about whether certain segments of the audience engage in the behavior differently.

Step Two: Consider what your audience "wants" not just what it "needs." Does one part of the audience want something different than another part -- a certain benefit, some kind of approval, a way around a barrier? Maybe that would be a good way to separate your audience into segments.

Step Three: To continue segmenting your target audience, look at other ways to group them, such as shared perceptions, demographics or pyschographics. For example, white girls often smoke believing it will control their weight; this isn't true of most boys, as well as many African American girls. So to get white girls to reject tobacco, you might want to address their concern about weight gain. The key is to make sure there is a reason for your segmentation strategy -- some reason this group needs to be addressed differently than everyone at risk.

Warning: Don't make your audience segment so narrow it won't justify your budget. You don't need a whole campaign to talk to one person.



Step Four: Once the audience is narrowed, clearly state the profile. Go back and make sure there are reasons for breaking the audience down this way for this behavior. Then, decide which segment or segments to target first.

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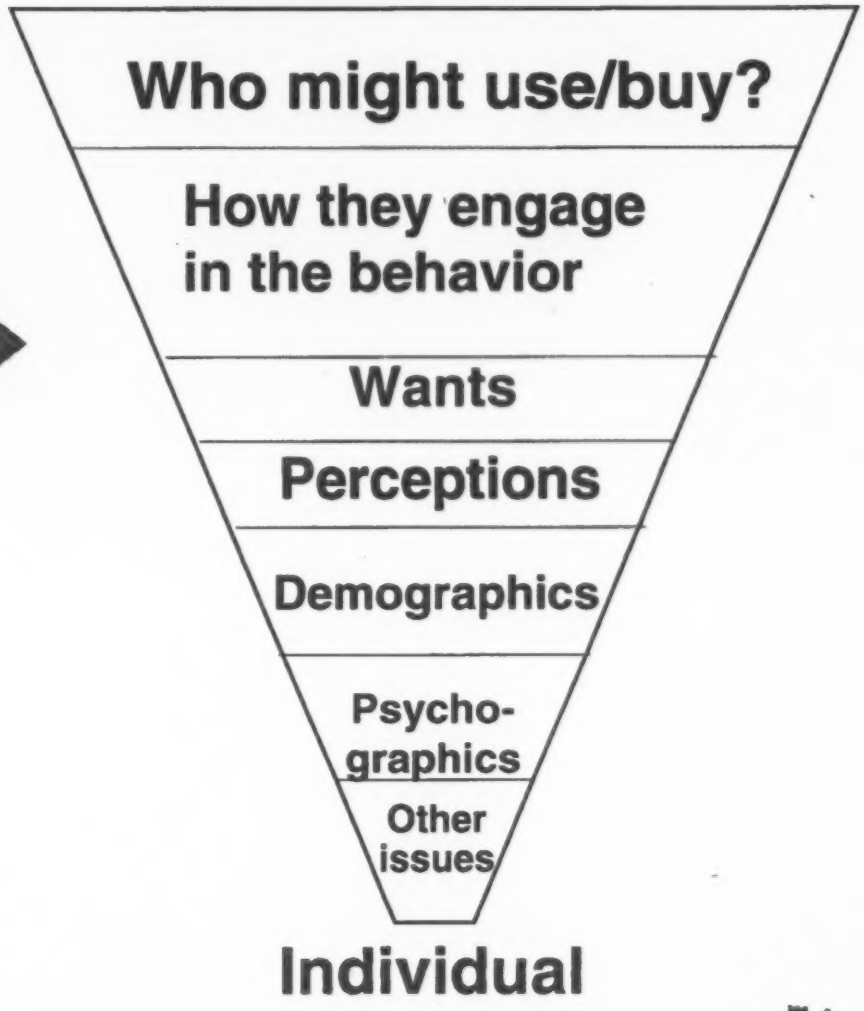
Segmenting the Audience

Target Audience

Who? **A specific target audience**
In order to help:



Determinants

Determinants?
What perceptions (attitudes, knowledge, etc.) determine a behavior. List some of the potential behavioral determinants.

we will focus on:

_____

_____

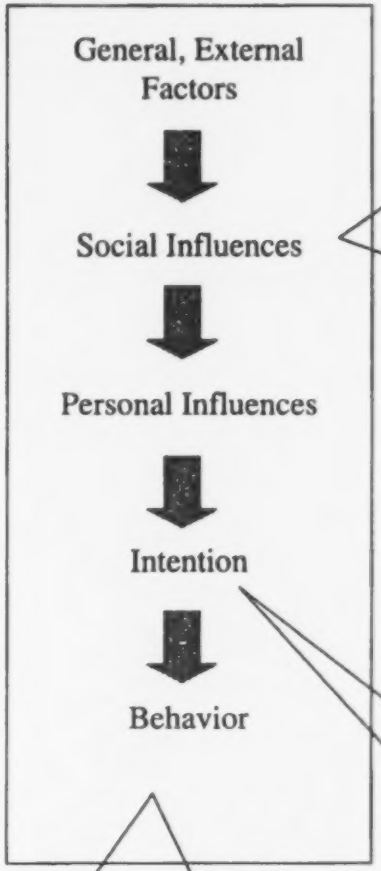
_____

_____

_____

_____

DETERMINING DETERMINANTS: A lot of factors can influence behavior. This tool helps you consider some possibilities. Work backward from the behavior. To do a voluntary behavior, a person must intend to do it in a specific situation. That intention is influenced by personal, social and external factors. Consider first the intention you are targeting, then list the influences that might apply. Remember to reflect how external factors are filtered through personal attitudes and social norms.



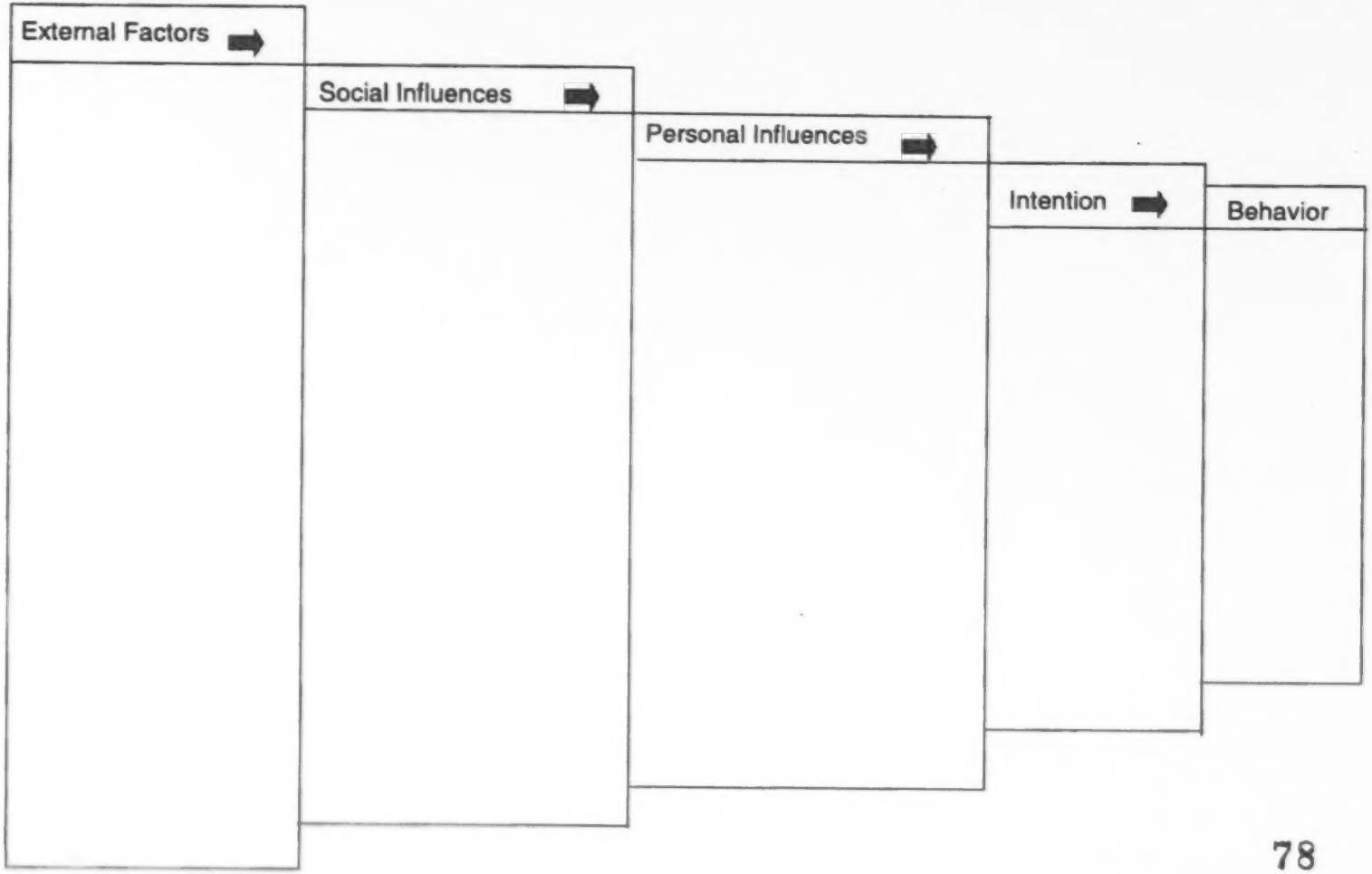
Step One: List the behavior you want to change. Remember to include both the audience and the action.

Step Two: What is it that the target audience intends to do? For example, you could say here that an aggressive driver intends to move quickly.

Step Three: In the next three boxes, list the personal, social and external factors that influence this intention. External factors would include things like gender, age, education and the price of a product. Social influences are based on the attitudes of others, such as social norms and attitudes about brands. Finally, there are the influences specific to each person, such as an individual's psychosocial needs. Try to list as many of these as possible, remembering that external factors influence behavior only after being filtered through personal and social influences. Finally, go through you list. Then ask yourself: Which of these can my program affect?

Determinant Worksheet

Audience _____



Doer/Nondoer Survey

Think about the last full day that you were home, that is, before traveling for this workshop. Now, thinking about that day, how many portions of fruits and vegetables did you eat? Count all portions in that 24-hour period. Begin when you woke up in the morning and think about the 24-hour period to the next morning at the same time. You may count juice as well as fresh, frozen, or canned servings.

Number of portions of fruits and vegetables consumed in 24-hour period:

Now turn this sheet over and, following the instructions at the top, complete all questions.

Submit the completed questionnaire to_____ no later than _____.

5-a-Day Questionnaire

We'd like to ask you some questions about your perceptions about what happens when you eat all 5 recommended servings of fruits or vegetables every day. Keep in mind that almost everyone eats 2 or 3 servings a day. Answer for what it's like - or would be like - to eat 5 portions of fruits or vegetables every day. In answering the questions, respond for yourself (and not some hypothetical audience member). Please provide as many responses as you can for each of the following questions.

What do you see as the **advantages or good things** about your eating *all 5 servings* of fruits or vegetables *every day*?

What do you see as the **disadvantages or bad things** about your eating *all 5 servings* of fruits or vegetables *every day*?

What makes it **easier** for you to eat *all 5 servings* of fruits or vegetables *every day*?

What makes it **more difficult** for you to eat *all 5 servings* of fruit or vegetables *every day*?

Who (individuals or groups) do you think would **approve or support** you if you ate *all 5 servings* of fruits or vegetables *every day*?

Who (individuals or groups) do you think would **disapprove or object** if you ate *5 servings* of fruits or vegetables *every day*?

Doer/Nondoer
Analysis Worksheet

Research Finding	% of Doers	% of Nondoers	Implications[1]	Focus?[2]		
				Y	N	M
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				
-	-	-				

[1]In the "Implications" column, note whether doers and nondoers are alike or different; note whether the intervention could have an impact.

[2]In the "Focus?" column, answer the question, "Should our program focus on this area?" with "yes", "no", or "maybe."

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